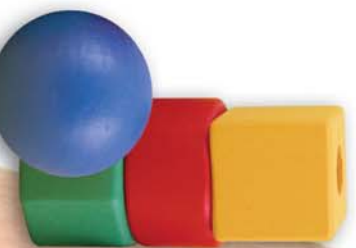


INFANTS-TODDLERS



Pennsylvania Learning Standards for Early Childhood



OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING
PENNSYLVANIA DEPARTMENT OF EDUCATION
AND DEPARTMENT OF PUBLIC WELFARE

2009
REVISED

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INTRODUCTION



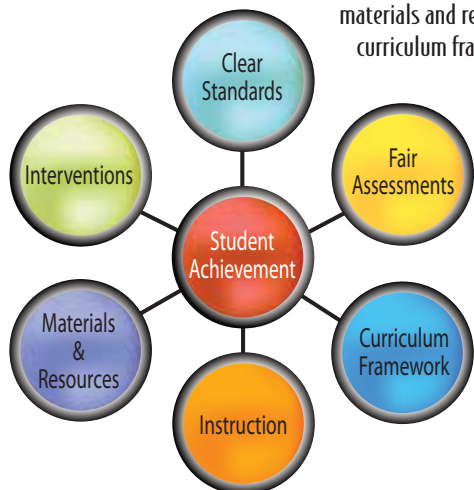
Children are born with an incredible capacity and desire to learn. Over 30 years of research confirms the foundational importance of early education and care for children's school and life success. It is essential, then, that students' first school experiences are robust ones, steeped in expectations that develop critical thinking and problem solving skills, a deep understanding about themselves in a social society and age appropriate content.

Teachers' instructional practices must embed the domains of development: cognitive, social-emotional, language, and physical within the foundations or approaches to learning that enable children to explore, understand and reach beyond the "here and now" to challenge themselves and to experiment and transform information into meaningful content and skills.

Teachers of very young children have the awesome task of providing rich information and experiences that build skills and understanding in the context of every day routines *and* within intentionally-designed play opportunities that capture children's interests, wonder and curiosity so they want to know more. Pennsylvania's learning standards join hand-in-hand with the learning environment; the responsive relationships that have been built with children, families and the community; the age, cultural and linguistically-appropriate curriculum; and the practices being used to assess children, classrooms and programs to create the best possible experiences for learning success.

The Department of Education and the Office of Child Development and Early Learning utilize a Standards Aligned System (SAS) that links

the elements of instruction, materials and resources, curriculum framework, fair assessment and interventions, and learning standards to children's engagement in learning and their school success.



3. CURRICULUM FRAMEWORK

A curriculum framework reminds us what information should be taught to young children within each of the Key Learning Areas. It assures the continuum of learning that begins at birth and continues through graduation. Pennsylvania's curriculum framework includes big ideas, essential questions, vocabulary, concepts and competencies that further define the learning standards.

4. FAIR ASSESSMENTS

Teachers must use both informal and formal assessments to understand children's progress. In early childhood, formative assessments that provide information about how children are progressing in the classroom allow teachers to make adaptations or adjustments in the individualized learning plans for every child.

Early childhood professionals observe and assess children in their classroom setting using the materials that are found in their school environment. Blocks that children count or stack, for example, provide the information teachers need to understand children's math or fine motor skills. Outdoor play or recess allows the adult to observe children's gross motor skills or the social interactions with peers.

Teachers must use the information they have documented during observation, along with information from the parent, to identify goals and next steps for children's learning through play.

5. CLEAR STANDARDS

Learning Standards provide the framework for learning. They provide the foundational information for what children should know and be able to do. Pennsylvania's learning standards build on information learned previously, creating a continuum of learning that assures consistent and linked learning that begins in infancy, gradually getting more difficult as it extends through high school.

Pennsylvania also uses program standards that assure children's experiences are being offered in high-quality settings. Keystone STARS, PA Pre-K Counts, ABG, HSSAP all use similar sets of standards that provide guidance on program operation that exhibits best practices.

6. INTERVENTIONS

When teachers are observant and assess children's abilities, interests and achievement using the standards as a guide, interventions become part of the teachers' everyday practice. Revising activities,

special talents and skills each child possesses and the interests that excite them to learn more. Adults who work with young children must be students themselves as they learn about children's home experiences and culture so they can design learning environments that support the home-school connection and expand prior learning and experiences into new achievements and acquisition of knowledge.

2. CONNECTIONS TO FAMILIES

Parents of young children have much to offer in the learning process. When a partnership is formed between teacher (or school) and the family, the connection between home and school has been strengthened, assuring that children receive consistent messages about learning and skill development. Parents should be given opportunities to learn about their children's day at school, to provide input into the information they want children to learn and master, and to understand what they can do at home to enhance the school experience. Frequent informal conversations, invitations to participate in classroom life and voluntary take-home activities that relate to school experiences help to build the partnership.

At-home resources for parents such as *Kindergarten, Here I Come*, *Kindergarten, Here I Am* or *Learning is Everywhere* provide both teachers and families with tools to connect at home and school learning and to share age appropriate expectations and activities that support that connection.

Families' ethnicity and culture must be interwoven into the life of an early childhood program and classroom. Staff must embrace all children's heritages and provide activities, materials and experiences that help children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others'. Staff in high quality early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.

3. CONNECTIONS WITH OTHER EARLY LEARNING PROGRAMS

Children and families often have other needs and priorities in addition to participation in high quality early childhood learning programs. Families may need to coordinate their early learning program services with child care, health services or early intervention services, as well as with their other children's school experiences. Programs within a community that support families' single point of contact or help to

1. MATERIALS AND RESOURCES

Every early learning classroom, whether it is in a home atmosphere or center-based setting, must be a comfortable, safe and nurturing environment where children can play with blocks, manipulatives, art materials, and dramatic play items to enhance skill development. Children discover and understand science, social studies, and math information when they actively explore materials and ideas that are guided by teachers who intentionally design activities that engage children in critical thinking and processing. Children also learn about their own abilities and learning styles, how to get along with others and how to appreciate others' contributions in classrooms that include a diverse set of materials and experiences.

School environments should be linked to a child's home environment, incorporating cultural and ethnic materials and children's home language and provide experiences that are inclusive for all children, regardless of ability, socio-economic status, or family background. Well-designed classrooms demonstrate a commitment to the whole child by offering materials and activities that promote social, physical, cognitive and language learning.

Classroom assessment instruments that help providers assess the arrangement of indoor and outdoor space, the provision of materials and activities, and their development of class schedules are useful in assuring best practice implementation and alignment to Pennsylvania's Learning Standards for early childhood.

2. INSTRUCTION

Instruction in the early years often looks different than in the older grades. Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery and in experimentation and interaction with materials, their peers and nurturing adults.

Teachers help construct knowledge during these active learning times by designing activities that build on children's prior knowledge to create new understandings and information. A limited amount of direct teaching combined with child-initiated play produce optimal conditions for young children's education. Teachers become facilitators or guides of learning who interact with children throughout the school day. They ask open-ended questions that encourage children to think about what comes next or want to know more and they support children's creativity, problem solving, intuition and inventiveness (approaches to learning) by challenging and encouraging them. Teachers design focused instruction that is based on the identified individual needs of every child and assure these experiences encompass their interests, abilities and culture.

adjusting lesson plans and accommodating children's individual differences becomes matter-of-fact and the norm. Successful strategies that allow children to master skills at his or her own pace provide benefits for all children as they interact with others of varying abilities and cultures.

Early Childhood Special Education

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically developing peers. Teachers may need to adapt or modify the classroom environment, teacher interactions and/or materials and equipment to help children with disabilities fully participate.

Pennsylvania's Learning Standards for Early Childhood are designed to be used for all children. The content within these standards does not need to be specific to an age, grade or specific functional level, but instead provide the breadth of information from which to create goals and experiences for children that will help them reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children's accomplishments and focus on what all children can do.

English Language Learners

Children develop language much the same way they acquire other skills. Children learn native and second languages using an individual style and rate. Differences among English Language Learners such as mixing languages or a silent period are natural. Each child's progress in learning English needs to be respected and viewed as acceptable and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Pennsylvania's Standards for Early Childhood.

EARLY CHILDHOOD CONNECTIONS

High quality early learning programs also promote connections that assure children's school success. Programs that build relationships with children and families and coordinate their work with other early learning programs, school districts and grades within districts create strong partnerships for success.

1. CONNECTIONS TO CHILDREN

Relationships are the key to successful connections between a teacher and the students. Teachers must take time to know every child, to understand the way in which they learn best, to identify the

coordinate services for children demonstrate a strong understanding and respect for families. Providers that reach out to neighborhood schools to facilitate transition into the public school or who have developed a working relationship with their early intervention provider assure linkages that support children's school readiness and ongoing success.

4. CONNECTIONS FOR LEARNING

Young children make learning connections through play. Providers that allow children time to explore and discover, both inside and outside, have optimized children's capacity to internalize and generalize content by making their own connections to prior-learned knowledge. All children, regardless of age and ability, need opportunities to engage in practice activities and experiences that are steeped in play.

Adults must also use literature connections in all domains. Literature supports both content and social and cultural learning. It is a foundation for curriculum integration.

LEARNING STANDARDS TASK FORCE

Pennsylvania's Learning Standards for Early Childhood were originally constructed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell's commitment to early childhood education. The Office of Child Development and Early Learning, established in 2006 to administer both Departments' early childhood programs, has overseen revisions to the standards.

Each set of Standards has been formulated with help and guidance from practitioners who represent early childhood programs and advocacy groups, higher education, and policy analysts and researchers. Support for the development of the Standards was provided through the national Build Initiative, a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of all young children.

THE LEARNING STANDARDS CONTINUUM

Within all of Pennsylvania's Early Childhood Standards, the Key Learning Areas define the domains or areas of children's learning that assure a holistic approach to instruction. All children, regardless of age and ability, should be exposed to experiences that build their skill development in approaches to learning, social-emotional development, language and literacy development, physical or motor development, creative expression and the cognitive areas of mathematics, science and social studies. The Standards within each Key Learning Area provide the information that children should be able to know and/or do when they

CONTINUED...



leave the age level or grade. The Standards are also organized by Standard Statements that specify specific skills. New, in 2009, strands further define the standards by organizing the information into focus areas. The strands become the connections to the Academic Standards for grades 3–12. They, too, use these strands to organize the content that all children in Pennsylvania should be able to know and do.

PENNSYLVANIA'S EARLY CHILDHOOD CONTINUUM OF STANDARDS

Infant-toddler, Pre-kindergarten and Kindergarten standards are connected through the Continuum of Learning and further linked to the 3rd grade academic standards. Using the strands as the organizer, professionals are able to look across ages and grades to understand how children's development emerges. Some skills will not emerge in a noticeable way until a child is older. These standards statements will be identified on the continuum as "emerging". For example, concepts about money are not ones that infant teachers need to develop. They show in the social studies standards for infants as "emerging". Strands that are missing numerically are skills that do not need attention during the Early Childhood Education years.

Teachers who view children's skill development across ages and grades will be able to understand the sequential way children learn

and become familiar with the way in which teachers at higher grade levels support learning.

LEARNING STANDARDS FOR EARLY CHILDHOOD DO:

- Inform teachers and administrators about curriculum and assessment and guide the selection of program materials and the design of instruction
- Inform parents of age-appropriate expectations for children
- Provide a common framework for community-based work on curriculum and transitions

THE LEARNING STANDARDS FOR EARLY CHILDHOOD ARE NOT USED:

- As a specific curriculum or to mandate specific teaching practices and materials
- To prohibit children from moving from one grade or age level to another
- To assess the competence of children or teachers

AGE GROUPINGS IN PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD

INFANT-TODDLER LEARNING STANDARDS

The Infant-Toddler Standards are divided into three age levels: infant (birth through 12 months), young toddler (9 months – 27 months) and older toddler (24 months through 36 months). These age divisions are arbitrary as a means for organizing the content; very young children's development is uneven and may span two or all three of the age levels in different Key Areas of Learning. This is reflected by the overlap of the age 9 – 27 months in younger toddlers.

The Standards in each Key Area of Learning are displayed on an infant-toddler continuum with the content within one strand presented together on one page. Practitioners can look across each age level to determine the skills that best match their children's current development, identifying additional standard statements, examples and supportive practices to scaffold children's learning.

When strands include "Emerging" under infant or young toddler, these concepts are beginning to emerge but are expected to be mastered. For example, infants and young toddlers may be exploring mathematical estimation as they interact with materials, but intentional instruction would not be appropriate for that age. Adults should continue to introduce these concepts whenever appropriate for the individual child without expectation of mastery.

LEARNING STANDARDS FOR PRE-KINDERGARTEN

Teachers will find the skills that pre-kindergarteners (ages three and four) are practicing and mastering within the pre-kindergarten standards. Younger preschoolers will be learning the content, while older children will be mastering the skills and showing proficiency in many of them. Classroom environments, materials and activities that are developed for this age will be appropriate for both three and four year olds; expectations for mastery will be different.

LEARNING STANDARDS FOR KINDERGARTEN

Students who complete kindergarten should demonstrate mastery of many of the skills within the Kindergarten Standards. This document is designed for full day kindergarten classrooms. Half day kindergarten teachers will need to modify the amount of content that is introduced to children during the kindergarten year, but the cognitive processing that children must develop and the holistic instruction will remain constant regardless of the length of the kindergarten day.

It is critical that kindergarten instruction occurs through an active learning approach where teachers use differentiated instructional strategies and focus on learning centers and play as key elements of the daily schedule. Child-directed instruction should be predominant with language and literacy and math infused through the day in addition to their special focus learning times. Kindergarten children should be given opportunities to develop social and emotional skills, physical skills and their creative expression within the course of a kindergarten day.



THE LEARNING STANDARDS FOR EARLY CHILDHOOD FORMAT

CREATIVE THINKING AND EXPRESSION

COMMUNICATING THROUGH THE ARTS

Key Learning Area: The domains of learning that assure child's holistic development.

Standard: Organizes the content within Key Learning Areas into smaller specific topics.

Big Idea: Describes the primary information that children should acquire across all age levels.

Essential Questions: Linked to the Big Ideas and provide the questions that support children's inquiry.

Numbering: Links to 3rd Grade Academic Standards. See below for further description.

Strand: Areas of learning within each Standard that organize the information. These strands are similar from birth through grade 12.

STANDARD 9.1a: PRODUCTION, PERFORMANCE AND EXHIBITION: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses

ESSENTIAL QUESTIONS: How do I respond to music through my expressions? How do I respond to music by moving my body?

9.1a.1 AESTHETIC RESPONSE	INFANT	YOUNGER TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Respond to music 	STANDARD STATEMENT <ul style="list-style-type: none"> Show pleasure and excitement when exposed to music 	STANDARD STATEMENT <ul style="list-style-type: none"> Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms
	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none"> Turn head when hearing loud and/or soft tones Calm when gently sung to or when hearing soft music Shake noisemakers or rhythm instruments 	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none"> Respond to familiar songs. Recognize different tunes 	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none"> Learn words to simple songs Participate in group singing activities for short periods of time Attempt to imitate dance movements
	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none"> Sing, hum, and chant to infants. Provide soothing music, birds singing, water babbling, etc. Include movement to music in daily routine Hold infants and rock or move to music Use different types of music 	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none"> Provide musical experiences in a variety of ways (e.g., singing, musical toys, recorded music, etc.) Introduce new songs regularly and repeat old favorites often Expose young toddlers to a variety of types of music (e.g., lullabies, classical children's songs, classical, jazz, folk music, etc.) from a variety of cultures, language and backgrounds Encourage young toddlers' interest and participation in musical activities 	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none"> Provide ample opportunities to sing and learn songs Provide opportunities to select songs and song games for the group Encourage use of rhythm instruments with songs or during play Encourage toddlers to dance to music Provide opportunities to mimic movement sequences

Standard Statement: The specific indicators that provide the skills for children to learn and master. In the younger years when a skill is still emerging, this area will be identified as "emerging". In some strands, there will be several standard statements; in others, there will be just one.

Examples: Or competencies identify ways children may demonstrate mastery or skill development.

Supportive Practices: Define strategies and materials professionals can use to help children learn or progress.

GUIDING PRINCIPLES



All who care for and educate infants and toddlers, whether in formal or informal early learning settings, have a significant impact on children's future successes.



Healthy attachment relationships are critical for successful early learning during the infant and toddler years and provide the essential foundation on which all subsequent learning occurs.



All infants and toddlers can learn and deserve suitably high expectations that are age, individually, and culturally appropriate.

***Footnote: Young children with disabilities will meet standards consistent with their individualized family service plan (IFSPs) goals developed by IFSP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA), 22 PA. CODE Chapter 14, and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).



Infants and toddlers learn best through meaningful play, concrete sensory interactions and intentional activities, experiences, and active exploration of their environment as well as through interactions with adults in the context of routine care.



The multiple learning environments for infants and toddlers should stimulate and engage their curiosity of the world around them and meet their needs in all domains so children are and feel healthy, safe, secure and nurtured.



Language and early literacy development must be supported and integrated throughout all aspects of formal and informal early childhood care and education programs for infants and toddlers.



Infants' and toddlers' learning, development, and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development specific to infants and toddlers; are intentional in their relationships; and work with families to increase knowledge and support of child development.



Early childhood care and education programs must address the individual needs of all infants and toddlers (e.g. with special needs, from diverse cultural backgrounds, from all socio-economic groups, etc.) and respect their families.



Early childhood care and education programs are defined by a set of comprehensive standards that maximize an infant's or toddler's growth and development across all domains and that recognize that the domains are dynamically inter-related, especially during the infant and toddler years.



Effective support for infant/toddler development requires a system of research-based assessment that documents infants' and toddlers' growth and development in relationship to a refined set of standards and is used to inform practice.



Infants' and toddlers' learning is enhanced when families, early learning environments/settings, and communities work together to provide continuity of high quality care.





APPROACHES TO LEARNING THROUGH PLAY

CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE



Children must demonstrate proficiency in both academics and their approach to their learning environment. These approaches are most effectively learned in the context of an integrated effort involving parents, educators and members of the community. The acquisition of these approaches is a developmental process that encompasses an individual's entire lifetime. Teachers must help students feel successful by supporting and understanding their individual differences, allowing them to explore the world in a safe and caring environment, and enhancing their curiosity and knowledge about the world in which they live.

FAMILY RELATIONSHIPS



There is no greater gift for children's successful endeavors in school than for schools to create a strong relationship between home and school. The connections that teachers and schools form with parents and guardians, especially in the early childhood years, provide the link for learning and assures that children, teachers and families work together to support children's growth and development and skill mastery. Families can be invited to participate in many ways – volunteerism, donations of time, resources and materials, shared decision-making about children's educational goals, support and referrals – but the key is a reciprocal relationship that invites parent input about a child's school performance and information about the values and home culture, while sharing details of the child's school routine and perceived successes and challenges in the classroom. Parents who perceive themselves as an integral member of the learning team are more likely to provide ongoing support and encouragement for children's learning that will carry them through high school.



Standard

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STANDARD 15.1: CONSTRUCTING KNOWLEDGE

BIG IDEA: Children actively construct knowledge through routines, play, practice and language. They observe others and their environment, use their senses to manipulate objects and materials and develop their own individualized approach to learning.

ESSENTIAL QUESTIONS: How do I find out about things? What information do I need to learn new things? What do I learn when I am playing?

15.1.1 CURIOSITY AND INITIATIVE	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> • Use the mouth as a primary means of exploring and learning from the environment • Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings • Manipulate in order to explore them 	STANDARD STATEMENT <ul style="list-style-type: none"> • Show an interest in various environmental stimuli • Use the senses to explore and learn from the environment • Ask questions to obtain adult response 	STANDARD STATEMENT <ul style="list-style-type: none"> • Explore characteristics of objects, activities and environments • Show interest in what others are doing • Utilize non-verbal prompts to seek information • Ask questions to seek information
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Put objects such as books and blocks in mouth to learn about them • Show interest in own body parts by playing with his/her feet or watching own hands • Reach for a mobile that is moving with the breeze • Transfer items from hand to hand to investigate the feel or appearance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Point to objects or people • Move towards a new object or activity that interests him/her • Show enthusiasm for an activity or toy • Stop playing when a bell or siren goes off • “Study” a specific object or toy to learn about it by touching, mouthing, shaking to listen, etc • Ask simple questions such as, “what’s that?” or “why?” 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Become engrossed in how a tape recorder (or other mechanical toys) works, pushing buttons to stop and start it, turning it over and over, etc • Show interest in new activities or materials in the environment by watching others or engaging on own • Approach others at play and ask what they’re doing or attempt to join in • Make independent play choices • Ask adults questions about a book, “why is he crying?”
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Put colorful toys or objects around the room to capture children’s interest • When appropriate, use music or other sensory activities • Show children how specific objects or toys work • Describe what you are doing, “I am taping your diaper so it doesn’t come off.” • Provide safe areas where infants can explore safely 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide a variety of activities and materials for exploration • Name objects when children point to them • Provide safe areas and opportunities for children to explore and experiment • Encourage children to figure out how things work or do things, “I wonder what will happen if you put this block here.” • Answer children’s “Why” questions 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide time for children to thoroughly explore or become involved in specific activities or materials • Provide a variety of familiar and unfamiliar objects and experiences • Vary materials to capture children’s interest • Allow children time during the day to make independent choices about play • Ask how specific objects or materials are the same or different from another familiar toy • Ask open-ended questions about books, objects, and activities

15.1.2 RISK TAKING

<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore in the comfort of a familiar surrounding or adult • Seek comfort in adults when faced with novel stimuli 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore the environment in close proximity to and in constant sight of caregiver • Show interest in new activities and experiences 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore the environment independently but seek occasional approval from near-by adults • Try new activities or experiences with adult encouragement
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Reach or approach a new object or toy with interest • Engage in play routines with adult • Engage with an unfamiliar adult to complete routine activity while a familiar adult is near 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Try to take walking steps to reach a familiar adult • Reach for or ask to play with a new toy or object after introduced by adult • Approach an unfamiliar adult to show his/her new shoes • Slowly try a new food after smelling it and looking at its characteristics 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Turn and look to adult for approval when approaching a new adult • Bring new objects or materials back to adult to investigate • Observe adult completing a new task, then try it • Avoid participating in unsafe behavior and state consequences, such as “touch hot stove, hurt”
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Design classroom environment for safe exploration and interaction with materials • Stay near children but encourage them to separate and seek out toys or objects • Introduce new adults in the comfort of familiar adults and environments • Avoid sudden changes to routine or adults 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Continue to observe children who leave the security of a adult in case support, encouragement, and praise are needed for his/her independent efforts • Introduce new experiences and people slowly, mixed in with familiar activities • Offer new experiences multiple times before determining children’s interest • Announce changes in routines or schedules and give children time to adjust, sympathizing with their demonstrated distress where necessary, “I know we usually hang our coats in the cubby, but today we need to put them here – we won’t lose them.” 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Recognize children’s individual temperaments and be prepared to support their attempts to try or learn new things accordingly • Provide many opportunities for children to become familiar with new ideas, people or materials • Introduce new concepts before asking children to participate

15.1.3 STAGES OF PLAY

<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Use body and senses to engage in solitary play 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Play near others without interacting with them • Imitate adult actions through play scenarios 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Interact with other children during play • Use materials to represent everyday objects during play • Engage in some simple play sequences based on an understanding of everyday events
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Feel, chew, suck, and look at objects of varying textures and surface types • Inch along or crawl to reach an object • Pull self up to standing 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Build with blocks alongside another block-builder, occasionally taking the other’s blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Feed a doll with a bottle • Place phone to ear and pretend to listen 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Join others at the water table, first watching and later joining in • Build a truck with small blocks and say, “I made a truck” • Use a stick to represent a stethoscope • Act out a store scenario by going to a pretend store, purchasing food items, paying for them, etc. <p>CONTINUED...</p>

STANDARD 15.1: CONSTRUCTING KNOWLEDGE *continued*

15.1.3 STAGES OF PLAY

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities for infants to explore the environment by giving them space to crawl, stand and move around
- Offer toys and objects with different textures and surfaces for infants to explore
- Allow infants to mouth, shake, and manipulate a variety of objects and toys

SUPPORTIVE PRACTICES

The adult will:

- Join in children's play and ask questions that extend their thinking about the play activity
- Explain what is occurring while playing alongside a child
- Ask questions about the children's actions, encouraging them to think about what comes next
- Provide activities that encourage interactive play with others

SUPPORTIVE PRACTICES

The adult will:

- Participate in children's play, explaining what is happening and asking questions about what might come next
- Provide choices for play
- Provide materials and opportunities for children to play or work together to accomplish a task, with adult attention and support

STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION

BIG IDEA: Children learn to organize complex information and thoughts into small steps and goals. They develop plans for completing tasks by establishing goals and carrying out plans to meet those goals.

ESSENTIAL QUESTIONS: How do I understand the steps of a task? How do I decide how to approach a task?

ENGAGEMENT, AND PERSISTENCE

INFANT

STANDARD STATEMENT

- Focus on people around him/her
- Attend to adult during reciprocal interaction
- Make repeated attempts to engage an adult to meet needs
- Try to make things happen

EXEMPLARS (EXAMPLES)

The learner will:

- Gaze with interest at adult or child who is nearby
- Engage in back and forth interaction with adult such as adult says "ga ga, baby responds, adult repeats, baby responds"
- Cry, shout or move body to get adult's attention
- Smile when adult is talking or interacting with them
- Bat a mobile to make it move

YOUNG TODDLER

STANDARD STATEMENT

- Interact with people, objects or activities for short periods of time
- Repeat enjoyable activities
- Complete short, simple task with adult support
- Focus on a task to reach a goal

EXEMPLARS (EXAMPLES)

The learner will:

- Read a book with an adult from start to finish, showing interest in pictures and story, pointing to objects and turning the pages
- Put together the same puzzle over and over
- Choose the block corner every day during free play
- Help to set the table for meal time with an adult
- Focus on putting on a doll's dress for a long period of time

OLDER TODDLER

STANDARD STATEMENT

- Engage with peers in play for an extended time
- Focus on an activity or toy while other things are occurring in the environment
- Cooperate with others to complete a task or goal
- Focus on a complex activity with adult encouragement

EXEMPLARS (EXAMPLES)

The learner will:

- Play with others in the housekeeping area through an entire scenario
- Stay focused on putting together a puzzle while others are playing house or giggling in the music area
- Work with others to move a chair from one table to another
- Try a task or activity several times despite setbacks until mastered
- Try a new, challenging task such as buttoning a shirt or spreading jelly on bread with adult support

SUPPORTIVE PRACTICES

The adult will:

- Organize environment and schedule to allow children to interact with objects or work on an activity for as long as they are interested
- Offer help and respond to requests for help consistently and promptly
- Seek to learn the type of help that is needed by watching and listening
- Provide increasingly challenging tasks for children to investigate and master, offering support when appropriate

SUPPORTIVE PRACTICES

The adult will:

- Give children ample time to fully engage in a task or activity
- Encourage children to repeat similar activities to gain mastery
- Use similar activities to introduce new ideas
- Be sensitive to children's need and interest to attach to specific toys or activities by offering them repeatedly
- Rotate toys and materials frequently, leaving many familiar objects while introducing some new ones

SUPPORTIVE PRACTICES

The adult will:

- Encourage children to work together to accomplish a task
- Praise and acknowledge a child's persistence to complete a goal
- Provide spaces within the environment that allow for children's need for quiet or concentration
- Support children's attempts to master a task by offering support and encouragement to try the next step
- Provide ample time in the daily schedule for children to focus on and complete simple tasks
- Provide challenging but achievable activities and tasks that build on previous knowledge while introducing new ideas

STANDARD STATEMENT

- Use senses to discover properties of objects
- Anticipate next step of a routine or activity

STANDARD STATEMENT

- Discover characteristics of objects or materials through repeated actions with the toy
- Know the sequence of certain tasks
- Perform a behavior even when the consequences are known
- Complete a common task or routine with adult support

STANDARD STATEMENT

- Purposefully act on objects to discover their properties
- Identify the sequence of a routine such as "first we wash hands, then we have lunch"
- Complete tasks in the teacher-taught sequence for adult approval
- Complete a multi-step task with adult support

EXEMPLARS (EXAMPLES)

The learner will:

- Explore objects with eyes, ears, mouth, hands and feet
- Lift legs for clean diaper placement during diaper changing or hold out hand for washing following diaper change

EXEMPLARS (EXAMPLES)

The learner will:

- Find that shapes will fit into specific holes in the shape sorter after many tries
- Show anticipation of the steps of feeding – when put into high chair or asked to sit at table, the child knows that meal time is occurring and can wait a short time for food
- Watch for adult's reaction while pouring milk on table
- Walk indoors, take off coat and hang it up in cubby, with adult's ongoing review of steps and encouragement

EXEMPLARS (EXAMPLES)

The learner will:

- Think ahead about how to interact with an object to achieve an outcome
- Know that specific activities occur in order on the daily schedule, such as breakfast comes after morning meeting
- Think ahead about the way to complete a task or activity and act on it, such as acquiring a crayon to complete a desired picture for Dad
- Hold the water pitcher the way the teacher has demonstrated while pouring
- Describe the sequential steps of basic routines and activities

SUPPORTIVE PRACTICES

The adult will:

- Develop a system for toy sanitation that allows children to safely manipulate objects in various ways
- Provide experiences using small steps that are achievable, acknowledging accomplishments of each step
- Identify the steps to a task as it is being performed, such as "I'm warming the milk; I'm pouring the milk into the bottle; I'm checking to make sure the temperature is just perfect..."

SUPPORTIVE PRACTICES

The adult will:

- Cooperate with children's repeated action on materials and describe the outcome
- Provide materials multiple times and ways for children to learn the properties
- Describe the steps of a task while performing the actions
- Ask what should happen next – "I've got the spoons and plates, what should I do with them?"
- Break down complex tasks into simple, achievable activities

SUPPORTIVE PRACTICES

The adult will:

- Display a daily schedule and refer to it during the morning meeting
- Remind children what happens next throughout the day
- Demonstrate successful strategies for task completion, giving children time to explore their own ideas or solutions
- Ask questions such as "what will I need to stir the pudding?"
- Use simple charts and graphs that describe the steps of a recipe or activity
- Make simple books or charts that describe the way in which a task was completed

STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION continued**15.2.3 REASONING AND PROBLEM SOLVING****STANDARD STATEMENT**

- Interact with a toy or object in more than one way
- Repeat actions that have an interesting response
- Play with a variety of objects to determine similar and different outcomes
- Look for objects that are out of view

EXEMPLARS (EXAMPLES)

The learner will:

- Shake, beat, mouth and turn over a rattle to learn about how the toy works
- Push the button on a pop-up toy to watch what happens
- Shake a rattle, then shake a ball to determine if they have similar responses
- Crawl under a table to find a dropped spoon

SUPPORTIVE PRACTICES

The adult will:

- Identify children's actions that help solve a problem such as "you squeezed that toy to make it squeak"
- Provide toys that produce response to an action
- Ask questions or make statements such as "I wonder if this ball rolls as fast as this one"
- Read simple books where characters are engaged in problem solving

**STANDARD STATEMENT**

- Observe others' actions with materials to learn strategies for interaction
- Imitate others' actions to determine if they work for them
- Persist in working with materials that are challenging in order to master them
- Solve simple problems independently, such as climbing on a chair to get an out-of-reach object

EXEMPLARS (EXAMPLES)

The learner will:

- Watch another child building with blocks and imitate the action
- Use a spoon to make a small hole in the sand rather than a shovel
- Place cups that are of graduated sizes on top of each other until they stack without falling
- Move a chair out of the way to reach a ball

SUPPORTIVE PRACTICES

The adult will:

- Ask questions about how to solve a problem such as "how do you think we could reach that ball?"
- Read books that demonstrate characters solving problems and then identify problem and solution with the children
- Provide materials or activities with more than one way to interact or complete and acknowledge all solutions
- Praise children's independent thinking and solution of simple problems

STANDARD STATEMENT

- Observe, imitate and remember previous information about an object or situation
- Seek help to accomplish something that is challenging
- Follow a teacher's suggestion to complete a difficult task
- Use trial and error to accomplish a task
- Change approach to reach a goal when the first try is unsuccessful

EXEMPLARS (EXAMPLES)

The learner will:

- Remember creations that others have made previously and try to reproduce them
- Ask for an adult's help to zip coat after several failed independent tries
- Place a board on top of several blocks to make a steeper ramp after teacher suggestion
- Fit a puzzle piece into a puzzle board by turning it several ways until it fits

SUPPORTIVE PRACTICES

The adult will:

- Remind children of previous interactions or observations about the toy or material, "remember how Jeannie fit that puzzle piece in here last time?"
- Ask "what if" questions or "I wonder" statements
- Give children time to discover their own solutions, providing guidance when appropriate
- Read books and discuss the outcomes where characters solve problems

BIG IDEA: Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.

ESSENTIAL QUESTIONS: How do I relate new information to things I already know? How do I use what I already know to learn new things? How do I finish a task?

15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Imitate new sounds and movements • Respond to music or voices by comforting or showing pleasure • Try a new action with a familiar object 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Imitate simple actions, gestures, and words • Use body movements to respond to music and art • Use a single object in different ways • Discover unique solutions to basic problems 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Demonstrate complex imitation skills including imitation of peers • Engage in creative movement activities such as singing and chanting, dancing or painting • Use an object in a non-conforming manner • Use materials in new ways to accomplish a task • Show creativity in approaching and accomplishing tasks
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Repeat an animal sound (meow) after hearing an adult make it during a story or song • Kick legs and feet to music • Bounce to lively songs • Quiet during naptime to soft-playing music • Make a barking sound while holding a stuffed dog 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Use a toy lawn mower to cut the grass • Attempt to make the motions to Itsy Bitsy Spider • Use a pot to make music, put it on head for a hat, or as a way to collect and dump small objects • Climb on chair to obtain an out-of-reach object 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Imitate a peers' actions or words when playing • Clap hands quickly to fast song and sway slowly to a slower-paced song • Put a blanket on a doll to represent a dress • Bang blocks together to make a musical instrument • Experiment with tape to discover how to fasten two items together
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Carefully pronounce words and provide time for children to repeat them back to you • Play different types of music and model body movements or response • Offer new materials for children to investigate • Model a new use for a familiar object such as clapping blocks together 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Offer new sounds during songs or stories and encourage children to repeat them, such as asking children to repeat the chug sound while reading the Little Engine that Could • Describe alternate uses for familiar objects, such as "I wonder if this small blanket could act as a shawl." • Describe alternate solutions for a challenge, such as "we're out of green markers, but I bet this green crayon will work too" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Provide materials and objects that can be used in more than one way • Encourage children to use materials that represent other things during play, such as a block to represent a car • Include a variety of materials that encourage creativity in many learning areas including dramatic play, art, blocks, music, books, etc.

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

BIG IDEA: Each child's biological make-up, family, history and learning style provide the important context in which learning is constructed.

ESSENTIAL QUESTIONS: How do my home experiences help me learn? How do I learn how to cope with difficult situations?

15.4.1 HOME-SCHOOL IDENTITY	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Show comfort in routines or experiences that mirror home experiences 	STANDARD STATEMENT <ul style="list-style-type: none"> Prefer routines and activities that mirror home routines Separate school and home experiences Imitate mannerisms or behaviors of family 	STANDARD STATEMENT <ul style="list-style-type: none"> Relay home experiences with teacher and school experiences to parent or guardian Recognize specific activities that are home or school functions
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Soothe when caregiver uses familiar materials or processes during diapering, nap preparation or feeding Show recognition of phrases or descriptions about activities Display comfort about family arrival and departure process 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify things that can be done at school but not at home such as "I can serve my own food here, but mommy does it at home" Show pleasure when parent arrives at school and joy to see teacher during school arrival Use familiar phrases or behaviors from home during work or play Notice that other children sometimes do things differently 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Share information about an event or activity that occurred at home the night before Tell parent about the field trip or visitor that came to school Tell another that he/she is doing something wrong when it varies from his familiar routine Engage in play that reflects home culture
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Become familiar with families' routines and incorporate into classroom routines Learn and use family phrases or descriptions for routines Learn parents' chosen strategies to support English Language Learners within the classroom Accept the family as the ultimate decision maker about services and supports for child Use an ongoing system for sharing and obtaining information about child's home and school behavior and events Invite family members to visit whenever possible Provide ample time for families to separate from child at beginning of the day 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Share school accomplishments and goals with family members and talk about at-home support activities Accept the family as the ultimate decision maker about services and supports for child Invite family members to participate in school or classroom events Acknowledge that families need routines and time for separation and arrival Accept and encourage children's individuality in the way they approach or accept experiences Accommodate parent requests for ways to support English Language Learners within the classroom 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read books about a variety of families and family situations Modify communication strategies to reflect needs of families Accept the family as the ultimate decision maker about services and supports for child Invite family members to participate in school or classroom events Accept and encourage children's individuality in the way they approach or accept experiences Accommodate parent requests for ways to support English Language Learners within the classroom

STANDARD STATEMENT

- Use comfort of familiar routines and activities to explore new ideas or routines
- Notify adults of need for comfort or help through cries or body movements

EXEMPLARS (EXAMPLES)**The learner will:**

- Try new food during regular feeding time
- Cry to tell adult that diaper changing or feeding is needed
- Soothe after adult responds to expressed need

SUPPORTIVE PRACTICES**The adult will:**

- Develop and maintain routines consistently
- Introduce new materials or activities slowly within the comfort of familiar routines or people
- Respond quickly to cries for help or attention
- Offer new foods or objects multiple times to allow baby time to adjust and become familiar

STANDARD STATEMENT

- Repeat difficult tasks or activities many times to achieve mastery
- Repeat familiar activity to gain comfort and confidence
- Seek out adult when frightened or unhappy
- Respond to limitations set by adult

EXEMPLARS (EXAMPLES)**The learner will:**

- Complete a familiar puzzle over and over to gain confidence
- Dump and fill the same truck multiple times, then add new materials to dump or try to dump materials from a different truck
- Cry or approach a familiar adult for help when needed
- Attempt to master putting on socks by trying over and over until they're on feet
- Respond (positively or negatively) to adults' rules or behavior limitations

SUPPORTIVE PRACTICES**The adult will:**

- Break tasks into small steps that children can feel successful completing
- Read books that demonstrate children's approaches and responses to challenging behaviors
- Maintain consistent routines, allowing for occasional flexibility as needed
- Enforce rules consistently using gentle reminders and redirection
- Promote self esteem by praising accomplishments and helping children to identify their own strengths

STANDARD STATEMENT

- Show confidence and pleasure in the completion of a task or activity
- Seek help in difficult situations
- Show basic understanding of limits and rules
- Manage basic impulses appropriately

EXEMPLARS (EXAMPLES)**The learner will:**

- Show a teacher or another child a completed project with pride
- Ask for help to complete a difficult task
- Attempt a teacher-suggested alternate solution to accomplish a task
- Follow basic rules most of the time with reminders
- Behave appropriately at transitions and during child-child interactions

SUPPORTIVE PRACTICES**The adult will:**

- Provide acknowledgement and praise for efforts to complete difficult tasks
- Read and discuss books that demonstrate children's responses to challenging behaviors
- Engage children in conversations about how they might handle difficult situations
- Remind children of the classroom rules and enforce them consistently
- Role model appropriate ways to approach a challenging situation
- Promote self esteem by praising accomplishments and helping children to identify their own strengths

STANDARD STATEMENT

- Demonstrate comfort in routines, objects and materials that reflect home experiences

STANDARD STATEMENT

- Show awareness that others have attachments to different objects or people
- Show awareness that others have attachments to different objects, people or routines

STANDARD STATEMENT

- Demonstrate expectations and attitudes about others based on primary relationships
- Seek to learn about others' differences

CONTINUED...

STANDARD 15.4: LEARNING THROUGH EXPERIENCE continued**15.4.3 CULTURE****EXEMPLARS (EXAMPLES)**

The learner will:

- Quiet or show comfort when shown or provided with a favorite toy from home such as blanket or stuffed bear
- Cooperate with adult for diaper-changing or hand-washing that is done similarly to home routine
- Respond to familiar family phrases when used at school such as 'time to go night-night'

SUPPORTIVE PRACTICES

The adult will:

- Know home child-rearing practices and incorporate in school routines
- Assure children interact with adults from same culture or who are familiar with cultural norms
- Use or learn words from child's home language to incorporate into daily interactions
- Allow children's home toys or familiar objects like blankets to be part of the school environment
- Use foods, music, books, posters, and other materials that represent the cultures of the families within the program

EXEMPLARS (EXAMPLES)

The learner will:

- Tell another child "your Mom is here"
- Bring a favorite toy to a child who is unhappy
- Point out that a child in a book looks like one in the classroom
- Show comfort in familiar words, phrases or routines that reflect the child's culture

SUPPORTIVE PRACTICES

The adult will:

- Provide materials and activities that reflect the cultures represented in the classroom, including spoken language
- Show sensitivity to children's celebrations by including activities and experiences that reflect children's home culture
- Use culturally-sensitive words and phrases to describe people or places
- Answer children's questions about others' differences matter-of-factly
- Invite families to share their personal and cultural experiences in the program or classroom

EXEMPLARS (EXAMPLES)

The learner will:

- Seek recognition about own unique characteristics
- Ask questions about why a child wears different clothing or talks differently
- Ask questions about a different custom after hearing about it in a book
- Request to sing a specific ethnic song or read a book about a specific culture

SUPPORTIVE PRACTICES

The adult will:

- Provide materials and activities that reflect the cultures represented in the classroom, including spoken language
- Show sensitivity to children's celebrations by limiting or including activities and experiences to those that reflect children's home culture
- Use culturally-sensitive words and phrases to describe people or places
- Answer children's questions about others' differences matter-of-factly
- Invite families to share their personal and cultural experiences in the program or classroom

APPROACHES TO LEARNING THROUGH PLAY GLOSSARY

Associative Play – A form of play in which a group of children participate in similar and identical activities without formal organization, group direction, group interaction or a definite goal; children may imitate others in a group but each child acts independently

Attention – An ability to focus; take all stimuli in environment and focus the mind on one thing

Competence – The ability to perform a task, action, or function successfully

Cooperative Play – Any organized recreation among a group of children in which activities are planned for the purpose of achieving some goal

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, arts, customs and behaviors

Curiosity – A desire to learn or know about something; an inquisitiveness

Engagement – Ability to express oneself physically, cognitively, and emotionally during an activity; to feel a connection or a strong bond to work

Initiative – A readiness and ability to be eager to lead an action

Invention – An act of devising, creating or producing using imagination (art, music)

Parallel Play – A developmental stage of social development; an activity in which children play with toys like those the children around them are using, but child is absorbed in his/her own activity; usually play beside rather than with one another

Persistence – The steady continuance of an action in spite of obstacles or difficulties

Pretend Play – Using an object to represent something else while giving it action and motion; actively experimenting with the social and emotional roles of life; can build skills in many developmental areas

Persistence – The steady continuance of an action in spite of obstacles or difficulties

Resilience – The ability to cope with and bounce back from all types of challenges. A person thrives, matures and increases competence by drawing on biological, psychological and environmental resources

Solitary Play – A form of play among a group of children within the same room or area in which each child engages in an independent activity using toys that are different from the toys of others; shows no interest in joining in or interfering with the play of others

Task Analysis – A process of breaking down complex behaviors into smaller, discrete, specific sub-behaviors to be performed in a certain order for maximum success

Temperament – The combination of mental, physical, and emotional traits of a person; natural predisposition



CREATIVE THINKING AND EXPRESSION

COMMUNICATING THROUGH THE ARTS

Creative thinking and expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.



DIVERSITY AND CULTURE

Today's early childhood classrooms include an increasingly diverse group of children, families and teachers who represent many cultures, values and lifestyles. Providers have a unique opportunity to create welcoming environments that emphasize respect for diversity and support families' cultural and linguistic differences. Teachers must help assure the preservation of the child's home language while supporting their second language acquisition. Programs that create experiences and opportunities that honor all children's home cultures and values by developing creative strategies for including and expanding the home to school connection and provide children with varied ways to demonstrate their learning and understanding are assuring all children's success in school.

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STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses.

ESSENTIAL QUESTIONS: How do I make music? How do I express myself during music and movement activities?

9.1a.1 AESTHETIC RESPONSE	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Respond to music 	STANDARD STATEMENT <ul style="list-style-type: none"> Show pleasure and excitement when exposed to music 	STANDARD STATEMENT <ul style="list-style-type: none"> Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Turn head when hearing loud and/or soft tones Calm when gently sung to or when hearing soft music React to music with the entire body by moving arms, kicking feet, and/or rocking. Touch a mobile to play music Shake noisemakers or rhythm instruments 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Respond to familiar songs Recognize different tunes Join in singing the refrains of favorites songs Move, dance, clap, or sway to music (movements may not match rhythm) 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Learn words to simple songs Participate in group singing activities for short periods of time Play simple instruments, such as drums or bells with increasing coordination Move to music with more awareness of the rhythm Attempt to imitate dance movements
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Sing, hum, and chant to infants Provide soothing music, such as birds singing or water babbling Include movement to music in daily routine Hold infants and rock or move to music Play different types of music Provide sound-making toys and musical instruments that infants can use independently 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide musical experiences in a variety of ways, such as singing, moving and dancing, musical toys or recorded music Introduce new songs regularly and repeat old favorites often Expose children to a variety of types of music, such as lullabies, classical, jazz or folk music that reflect a variety of cultures, languages and backgrounds Encourage young toddlers' interest and participation in musical activities Model active responses to music 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide ample opportunities to sing and learn songs Ask children to select songs and song games Encourage use of rhythm instruments with songs or during play Include opportunities for dancing through the day Provide opportunities to mimic movement sequences

EMERGING

**Tell me, I forget.
Show me, I remember.
Involve me, I understand.**
—Ancient Chinese Proverb

**STANDARD STATEMENT**

- Show interest in singing, moving and dancing using body in creative ways
- Use props or tools, such as scarves, instruments, or wands to accompany music

EXEMPLARS (EXAMPLES)

The learner will:

- Wave scarves in the air in response to music
- Move body to music, such as swaying or shaking, depending on the beat
- Attempt to sing a familiar melodic pattern
- Create sounds with various materials and tools, such as banging blocks or wood sticks together

SUPPORTIVE PRACTICES

The adult will:

- Clap, tap or move body with the rhythm of music
- Provide instruments for exploration
- Model use of instruments by using along with familiar songs or recordings
- Set up a music area with sound-making toys and instruments that can be used independently

STANDARD STATEMENT

- Use instruments to create rhythm and sound
- Move body to different sounds or rhythms

EXEMPLARS (EXAMPLES)

The learner will:

- Use instruments more purposefully to produce specific rhythms and musical sounds.
- Experiment with a variety of sound-making objects
- Sing songs with made-up words or endings
- Play music with different rhythms or beats
- Provide a music center within the environment for children's independent access

SUPPORTIVE PRACTICES


The adult will:

- Clap, tap or move body with the rhythm of music
- Provide instruments for exploration
- Model use of instruments by using along with familiar songs or recordings
- Provide beans, rice or other objects that can be used to make new sounds

STANDARD 9.1b: PRODUCTION, PERFORMANCE AND EXHIBITION: DRAMATIC AND PERFORMANCE PLAY

BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy and to solve problems.

ESSENTIAL QUESTION: Can I use dramatic play to understand the world?

9.1b.1 DRAMATIC EXPRESSION	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Use object for intended purpose during play • Act out real behaviors during play 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Use object in a nonconforming manner during play • Identify real or make believe • Begin to explore new situations through dramatic play
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Use a cup to make tea or a fry pan to cook eggs • Act out familiar scenarios, such as cooking breakfast or comforting a baby 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Use a block to represent a car or a piece of paper to represent a ticket • Use toys to act out scenes, such as checking a heart rate with a block as a stethoscope • Act out experiences that are new or unknown like going to the dentist • Pretend to be another person or animal
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Provide toys that represent real objects in a child's life in all areas of the classroom • Encourage children to discuss their play • Join in children's play, asking questions to extend their play or thinking related to the play 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Encourage imagination and pretending by suggesting "move like a tiger through the jungle" • Provide materials to encourage dramatic play both indoors and outdoors
9.1b.2 PERFORMANCE			
	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Respond to audience's appreciation of actions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Imitate and repeat voice inflections and facial expression to entertain others • Seek an audience for one's actions
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Repeat behaviors when praised • Associate actions that produce applause and laughter from adults 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Act out stories with help of the adult • Imitate familiar phrases or ideas from stories • Ask others to watch a performance

A child is a candle to be lit
not a cup to be filled.
—Beverly Galyean

SUPPORTIVE PRACTICES

The adult will:

- Praise children when demonstrating imitative play
- Laugh or applaud to show appreciation for actions

SUPPORTIVE PRACTICES

The adult will:

- Provide examples of character voice inflections and facial expressions during read-aloud
- Provide simple stories with limited characters and encourage recreating parts
- Watch performances and respond with comments, laughter and applause

STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS

BIG IDEA: Visual arts allow individual expression of interests, abilities and knowledge.

ESSENTIAL QUESTIONS: Can I create products using basic materials? Can I make works that represent real objects? Can I tell others about my product?

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> • Explore art tools and materials 	STANDARD STATEMENT <ul style="list-style-type: none"> • Scribble or draw to create images 	STANDARD STATEMENT <ul style="list-style-type: none"> • Create age appropriate representations of real objects and concepts in artwork
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Grasp pencil or crayon in hand, moving it from hand to hand • Make marks on paper 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Attempt to create basic shapes • Attempt to draw self 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Make paintings, drawings and play dough forms into shapes, giving them names, such as "I made a snowman." • Draw simple pictures to represent something
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide safe materials and opportunities for child to scribble and draw with adult supervision • Post completed products for children and adults to view 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide safe materials for children to use during free play or centers • Ask children to describe their work • Post children's art work 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide materials for children to draw, paint and sculpt • Ask children to describe and name their work • Post children's art work

CONTINUED...

STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS continued**9.1c.2 CONSTRUCTION****EMERGING****STANDARD STATEMENT**

- Use basic art materials to create an age appropriate product

EXEMPLARS (EXAMPLES)**The learner will:**

- Use a variety of drawing tools such as crayon, markers and paints
- Demonstrate increasing control when using crayons, pencils and paint brushes
- Create projects using a variety of textures and materials

SUPPORTIVE PRACTICES**The adult will:**

- Provide several colors of markers, crayons and paints for use
- Encourage creative expression and exploration of materials and tools
- Expose young toddlers to books that provide examples of textures, shapes and colors
- Provide experiences through play for children to use age appropriate art materials without expectations for a finished product

STANDARD STATEMENT

- Use a variety of tools and materials to create new products

EXEMPLARS (EXAMPLES)**The learner will:**

- Use materials in non-traditional ways to create new paintings, drawings and sculptures
- Punch, pat, roll squish and flatten play dough using hands or tools
- More frequent use of art tools such as plastic safety scissors, sidewalk chalk, stamper, rubbing plates, markers, etc.
- Try one medium many times in many ways

SUPPORTIVE PRACTICES**The adult will:**

- Allow older toddlers to use art materials in their own way
- Provide age appropriate materials for children to use
- Adapt the environment to promote participation, engagement, and learn using a variety of textures
- Provide materials that can be easily adapted for independent use
- Make materials easily accessible to encourage use

9.1c.3 PERSONAL CONNECTIONS**EMERGING**

If a child is not learning
the way you are teaching,
then you must teach in a way
the child learns.

—Rita Dunn

STANDARD STATEMENT

- Identify objects in own art products

EXEMPLARS (EXAMPLES)**The learner will:**

- Tell what parts of painting, drawing or sculpture are when asked

SUPPORTIVE PRACTICES**The adult will:**

- Ask about parts of a child's work
- Make suggestions about what the child could create
- Display work at eye level

STANDARD STATEMENT

- Tell about own art products

EXEMPLARS (EXAMPLES)**The learner will:**

- Explain paintings, drawings and sculpture to others
- Make personal connections to art

SUPPORTIVE PRACTICES**The adult will:**

- Ask child to explain their work
- Display work at eye level
- Make suggestions about what the child could create

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

BIG IDEA: Every culture has its own art forms.

ESSENTIAL QUESTION: How do I explore a variety of instruments and materials?

9.2.1 PATTERNS AND THEMES

INFANT

EMERGING



YOUNG TODDLER

EMERGING

Music gives to the child
powers that cannot otherwise
come to fruition.
—Carl Orff

OLDER TODDLER

STANDARD STATEMENT

- Use materials and instruments from other cultures to create a product

EXEMPLARS (EXAMPLES)

The learner will:

- Explore sounds made by different instruments such as maracas, gongs or rain sticks
- Listen to and dance to music with different styles, beats and rhythms
- Show interest in different styles of drawing and painting, such as the use water color or finger paint
- Use different types of art materials and notice the different characteristics they produce, such as water color versus marker

SUPPORTIVE PRACTICES

The adult will:

- Incorporate singing, story telling, dancing and visual arts into daily experiences
- Play a variety of music and introduce varied musical instruments for children's use
- Offer unique materials for use in creating art projects, such as lace, yarn, or wooden beads
- Display posters, pictures and other materials that reflect different cultures
- Read books that include illustrations and stories from other cultures and environments

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS

BIG IDEA: People use characteristics of art to make choices about the types they prefer.

ESSENTIAL QUESTION: How do I show interest in others' works?


	INFANT	YOUNG TODDLER	OLDER TODDLER
9.3.1 CRITICAL RESPONSE	STANDARD STATEMENT <ul style="list-style-type: none"> Gaze at paintings, pictures or photographs with interest Show pleasure when listening to music or viewing pictures 	STANDARD STATEMENT <ul style="list-style-type: none"> Show interest in others' work or products 	STANDARD STATEMENT <ul style="list-style-type: none"> Comment on characteristics of others' work
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Look at a picture, painting or photo Use facial expressions such as smiling and frowning Attend to different types of music 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Stop and intentionally look at pictures displayed Identify colors in pictures Participate in group singing experiences Watch others dance and imitate actions 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Point to and name items in pictures Compare others' work to own, "You used blue and I used green." Notice the way others are dancing or moving to music
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Hang mobiles in visual line Hang pictures and photos in visual line Name, describe and point to items in pictures Play varied types of music 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display children's and professionals art work at child's eye level Talk about things you notice in art work Ask children to identify colors in displayed work 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display children's and professionals art work at child's eye level Talk about things you notice in art work
9.3.2 IDENTIFICATION	STANDARD STATEMENT <ul style="list-style-type: none"> Recognize and point to familiar objects or persons in photos or books 	STANDARD STATEMENT <ul style="list-style-type: none"> Identify basic art forms by name 	STANDARD STATEMENT <ul style="list-style-type: none"> Differentiate art forms
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Point to self in photograph or mirror Show interest in family photo, pointing or touching family members to indicate recognition 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify "I'm dancing" or "let's paint" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> State, "I'm dancing" or "I'm painting" Indicate understanding of the specific tools needed to perform a specific type of art, such as "I need crayons to make a picture"
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display family photos, art or objects in classroom Ask family to share art that can be viewed with children Describe objects pictured in books Label objects in room 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Use correct terms to describe what children are doing Confirm children's statements about their actions, "Yes, you are dancing." 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Identify children's actions while they are participating, "We're shaking and dancing" Ask open-ended questions to help children identify the tools they need to complete a product, such as "I wonder what I would need to make a picture of this doll?"

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

BIG IDEA: Artists create works as a form of self-expression and to share thoughts and ideas.

ESSENTIAL QUESTIONS: Can I respond to art forms or materials? Do I prefer certain art forms or materials? Do I request certain art forms or materials?

9.4.1 EMOTIONAL RESPONSE

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> Respond to various art forms 	STANDARD STATEMENT <ul style="list-style-type: none"> Choose art activities during free play 	STANDARD STATEMENT <ul style="list-style-type: none"> Ask for specific songs or materials during art play Respond to specific pictures in a story
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Sway to a beat or smile at a picture Move body in response to others' dancing or movements 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use crayons and markers to make pictures Sing to songs Dance to music Play with rhythm instruments 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Request favorite songs Ask for crayons, markers or scissors to use during free play Ask for music to dance Look at pictures or photos in books or magazines
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Play soothing music, birds singing, water babbling Use rocking and swaying motion when holding infant Indicate pleasure when looking at pictures <div> <p>Every child has hidden away somewhere in his noble capacities which may be quickened and developed if we go about it in the right way.</p> <p>—Helen Keller</p> </div>	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Expose children to art materials, sounds and movements that others use or make Encourage exploration of all art forms Play music throughout the day 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Sing and play music daily Provide a variety of art materials for children to use during free play Display books with photos or pictures throughout the learning areas Include play dough or other materials that children can manipulate Talk about how specific pictures make us feel

CREATIVE THINKING AND EXPRESSION GLOSSARY

Aesthetics – A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts and the inquiry processes and human responses they produce

Aesthetic Response – A philosophical reply to works in the arts

Artistic Choices – Selections made by artists in order to convey meaning

Arts Resource – An outside community asset (e.g., performances, exhibitions, performers, artists)

Assess – To analyze and determine the nature and quality of the process/product through means appropriate to the art form

Community – A group of people who share a common social, historical, regional or cultural heritage

Create – To produce works in the arts using materials, techniques, processes, elements, principles and analysis

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, customs, arts and behaviors

Elements – Core components that support the principles of the arts

Genre – A type or category (e.g., music – opera, oratorio; theater – tragedy, comedy; dance – modern, ballet; visual arts – pastoral, scenes of everyday life)

Humanities – The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment

Multimedia – The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity

Original Works in the Arts – Dance, music, theatre and visual arts pieces created by performing or visual artists.


Style – A distinctive or characteristic manner of expression

Technique – Specific skills and details employed by an artist, craftsperson or performer in the production of works in the arts

Timbre – A unique quality of sound

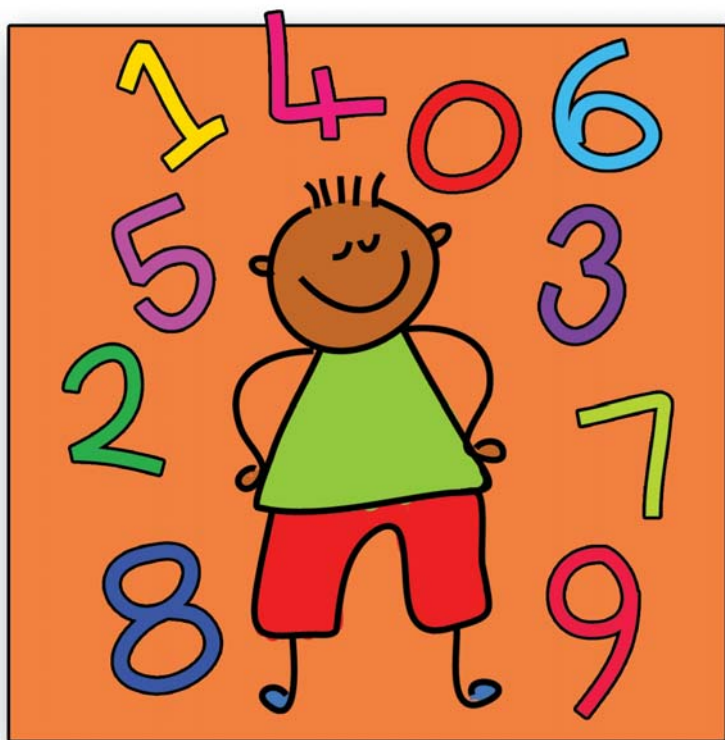




 Learning and development is typically divided into learning domains: Physical, Intellectual or Cognitive, Social-Emotional, and Language and Literacy. Cognitive learning refers to the brain's functions that develop thinking, learning, awareness, judgment and information processing. In early childhood, Pennsylvania's Cognitive Domain includes the standards for the Key Learning Areas of Mathematics, Science and Social Studies. While each Key Learning Area contains content-specific information, children learn this information best when activities and materials are integrated together. A science experience that uses graphing (math) and cooperative small group work (social studies) combines thinking and processing to enhance and expand problem solving and critical thinking. Units of study that incorporate all the domains of learning into connected activities and projects scaffold learning and build new understandings and connections.

COGNITIVE THINKING & GENERAL KNOWLEDGE

- **MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING**
- **SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY**
- **SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES**



MATHEMATICAL THINKING AND EXPRESSION

EXPLORING, PROCESSING AND PROBLEM SOLVING

Mathematical learning in the early years relies on children's opportunities to describe and explore the relationship of objects and materials. Children's knowledge and understanding of mathematics is built through active manipulation where children use their senses to build concept knowledge in the areas of numbers and operations, patterns, algebra, geometry, measurement, and comparison. When children truly understand the fundamentals and have mastered the basic mathematical skills they will have the capacity and confidence to excel at learning more advanced mathematics. Teachers facilitate mathematical learning when they encourage children to problem solve, reason, communicate, connect and represent. When engaged in manipulative mathematical activities, children better understand the world around them, begin to use number concepts to communicate their own thoughts and ideas which means they are beginning to think and reason.

USE OF MANIPULATIVES IN EARLY LEARNING SETTINGS

Small toys or objects may be one of the most important teaching tools for early childhood classrooms. Teddy bear counters, pegs or small blocks support children's learning in math and science as a means of learning complex concepts. As children combine, sort, count or describe the characteristics of these small objects, they are using active, hands-on strategies for problem solving, exploration and experimentation and scaffolding previous knowledge and interactions to learn new information. In addition, children are learning motor control, patterns and concrete ways to understand abstract ideas. All classrooms should provide ample opportunities for children's independent access to manipulatives throughout the daily routine.

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2.5 Mathematical Problem Solving and Communication	35
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STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

BIG IDEA: Learners' knowledge and understanding of mathematics is built through their active manipulation in the areas of numbers and operations. The number system is a way to organize, represent and compare numbers.

ESSENTIAL QUESTIONS: How do I use numbers every day? Why do I need to be able to count objects? How can I record what I count?

2.1.1 COUNT AND COMPARE NUMBERS	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Construct number sense 	STANDARD STATEMENT <ul style="list-style-type: none"> Attempt rote counting Use basic math terms Begin to imitate rote counting using some names of numbers 	STANDARD STATEMENT <ul style="list-style-type: none"> Rote count to five Identify some numerals Identify characteristics for comparison (size, color, shape)
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Explore or experiment with objects to begin to understand basic number concepts, such as jangling a ring of plastic keys or pushing numbered buttons on a musical bus Repeatedly beat on a drum, tap on a tambourine or play another musical instrument Attempt to snap and lock plastic shape beads Stack sequenced objects on top of each other 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Imitate rote counting using some names and numbers Practice naming objects Practice sorting and organizing objects by common mathematical characteristics, such as circles and squares or big and little Ask for more of something 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Engage in experiences related to numbers and counting e.g. songs, fingerplays, reading number books Repeat and recite number poems, songs and chants Attach names to numbers Practice one to one correspondence (setting out snack, counting children in classroom, matching objects)
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide plenty of sound-makers e.g. wrist bells, pots and pans, wooden spoons and rhythm and beat Talk with children and describe what they are doing ("Shake, shake, you made your own music") Describe comparisons during playful interactions Count for children as they pound on musical instruments or push buttons Describe objects by characteristics, such as the red bead or the round ball Use numeric words during routine interactions, such as "do you want more milk?" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Count objects in children's environment Rote count with young learners daily Engage children in exploration supporting imaginative play Play and manipulate different materials Provide numeral and number materials in environment 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Demonstrate, explain and engage child in counting and numeral exploration Expose children to number books, stories, poems, songs and chants Provide materials that can be counted and compared Pair objects during daily activities (one plate for one child) Count objects in environment "outloud" in home language

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STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS continued

2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS

EMERGING



STANDARD STATEMENT

- Identify symbols for familiar objects

EXEMPLARS (EXAMPLES)

The learner will:

- Recognize symbols represent concept e.g. McDonald's sign, Pizza Hut sign, Stop sign, symbols used in classroom centers
- Play with toy telephones

SUPPORTIVE PRACTICES

The adult will:

- Provide a safe and stimulating environment for children to explore and discover
- Provide symbols in classroom and review frequently (washing hands, listening station, shelf pictures, center symbols)
- Play games that use objects as symbols

STANDARD STATEMENT

- Indicate number of objects

EXEMPLARS (EXAMPLES)

The learner will:

- Recognize some quantities (2 blocks)
- Hold up three fingers (how old are you?)

SUPPORTIVE PRACTICES

The adult will:

- Model using math and writing numerals in daily activities
- Provide numeral activities in learning centers
- Practice holding up number of fingers or showing a given number of objects in

2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS

STANDARD STATEMENT

- Explore relationships between objects during play

EXEMPLARS (EXAMPLES)

The learner will:

- Stack and unstack nesting blocks
- Pull out and play with kitchen pots and pans
- Play pat a cake with adult

SUPPORTIVE PRACTICES

The adult will:

- Provide experiences with materials that demonstrate the relationships of objects, such as stacking cubes or simple puzzles
- Play games that encourage object permanence such as peek a boo

STANDARD STATEMENT

- Identify basic differences and similarities of objects

EXEMPLARS (EXAMPLES)

The learner will:

- Use simple vocabulary to describe who has more, such as "you have two, I only have one"
- Hold finger up to show how many or how old he/she is
- Recognize different shapes of objects
- Notice that two children are wearing striped shirts

SUPPORTIVE PRACTICES

The adult will:

- Pair objects during activities, such as one child gets one snack cup
- Pose questions that involve simple mathematical problems, such as "who has more?"
- Ask children how many objects they have
- Demonstrate how to sort objects by common characteristics, such as gathering all the round ones in this pile and all the square ones in another

STANDARD STATEMENT

- Show that numbers represent quantity
- Identify groups of more or less

EXEMPLARS (EXAMPLES)

The learner will:

- Recognize who has more pretzels than another
- Notice there are more red squares than blue ones
- Use beginning counting skills to count objects

SUPPORTIVE PRACTICES

The adult will:

- Pose challenging questions such as "Do we have enough cookies? Who has more? Do we have too many...?"
- Use numerical concepts in everyday routines, such as count children, snack, objects in groups, clock time, calendar dates
- Provide math related materials in learning areas, such as stacking toys, foam numbers, cubes, number puzzles, counting books

STANDARD 2.2: COMPUTATION AND ESTIMATION

BIG IDEA: Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic to seek reasonable answers.

ESSENTIAL QUESTIONS: How do I build knowledge through problem solving?

2.2.2 COMPUTATION	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Sort manipulatives into sets Compare objects by properties, such as size, shape, or weight 	STANDARD STATEMENT <ul style="list-style-type: none"> Place manipulatives into sets according to adult request Order objects by size, height, or length, with adult assistance
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Try to push Pop-It beads together Attempt to pull toys or objects apart Pull out and group all the bears from a pile of animal counters Put the cups, napkins and spoons in separate piles Compare everyday objects, such as the size of children's shoes to discover who has the biggest or smallest feet 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Engage in play with objects having similar attributes Group counters, blocks
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Count and group objects in child's environment Use a variety of objects for learners to manipulate Help children notice the differences in objects' characteristics and show them how to sort them by a common characteristic Sing finger plays that include animals adding on, such as Three Little Monkeys Count during book readings Provide multiple toys that have incremental sizes for stacking and sorting 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about simple math equations that are relevant to daily life (how many jars of jam are left?) Engage students in finger plays, using concrete items that connect students in mathematical operations of addition and subtraction of items (5 little ducks). Provide many objects and opportunities for comparing and contrasting objects
	Mathematics is an embodiment of the harmony of the universe. —Followers of Pythagoras		

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STANDARD 2.2: COMPUTATION AND ESTIMATION continued

2.2.4 NUMERICAL ESTIMATION

EMERGING

Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

—Fred Rogers

STANDARD STATEMENT

- Select an object that is perceived to be the biggest, heaviest, smallest (right or wrong)

EXEMPLARS (EXAMPLES)

The learner will:

- Choose from a group of objects the one that is heaviest, biggest, smallest when asked by adult

SUPPORTIVE PRACTICES

The adult will:

- Provide a variety of objects of varying sizes and colors
- Ask questions about size, weight, color
- Praise and encourage responds

STANDARD STATEMENT

- Guess which container holds more

EXEMPLARS (EXAMPLES)

The learner will:

- Make guesses about bucket/cup; crayon box/tubs; teacher mugs/child cup

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities and materials for comparison and estimation
- Count with learners
- Verbalize "I think ... will hold..."
- Ask simple probing questions to promote thinking

STANDARD 2.3: MEASUREMENT AND ESTIMATION

BIG IDEA: Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.

ESSENTIAL QUESTIONS: What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?

OF MEASUREMENT

INFANT

YOUNG TODDLER

OLDER TODDLER

STANDARD STATEMENT

- Begin to predict daily routines
- Order a few objects by size with assistance

STANDARD STATEMENT

- Measure amounts of sand and water using non-linear measures
- Identify daily routines and changes in routine
- Compare sizes of objects

EMERGING

EXEMPLARS (EXAMPLES)

The learner will:

- Use size words, such as many, big and little appropriately
- Fill and empty containers (with sand, water and other objects)
- Select between 2 items which is predicted to be heaviest
- Arrange a set of objects into tall, taller, tallest

EXEMPLARS (EXAMPLES)

The learner will:

- Use containers in sand and water tables
- Verbalize and/or move bodies to classroom area where next activity will occur
- Follow routine when cleaning up by practicing categorizing, matching and sorting
- Attempt to categorize quantities of objects by looking at size, such as 2 grapefruits are more than 4 oranges

SUPPORTIVE PRACTICES**The adult will:**

- Pose questions to children about what happens next
- Maintain daily routines
- Provide opportunities for exploration of objects of various sizes and weights
- Provide picture books/board books with mathematical concepts
- Read the Three Bears or the Three Billy Goats Gruff

SUPPORTIVE PRACTICES**The adult will:**

- Describe the size, volume, weight and length of people, toys and objects
- Provide opportunities to develop an understanding of volume
- Encourage learners to put materials away by matching shelf pictures
- Engage in matching one to one to introduce the concept of number conservation versus size of object; repeated practice is needed
- Include different sizes of objects for filling and dumping
- Act out stories with sequence, such as The Three Bears

EMERGING

**Imagination is more
important than knowledge.**

—Albert Einstein

STANDARD STATEMENT

- Identify tools that are used for measurement
- Explore similar objects to determine size

EXEMPLARS (EXAMPLES)**The learner will:**

- Explore pegboard holes with fingers and then look for something to fit in holes
- Explore measuring tools
- Play with puzzles up to 6 pieces
- Practice describing the size, volume, weight and length of people, toys and objects
- Attempt to follow directions to games that require moving different distances or locations, such as hop 2 times towards me or take 1 step backward
- Measure children with growth charts and talk about how they've grown

SUPPORTIVE PRACTICES**The adult will:**

- Provide objects for learners to describe, weigh, measure
- Provide toys that will allow children to explore and discover what fits together
- Engage learners in measurement activities
- Engage learners in gross motor activities involving distances, locations, heights
- Provide encouragement and praise for accomplishments

STANDARD STATEMENT

- Measure objects with adult assistance
- Begin to use nonstandard tools to measure familiar objects

EXEMPLARS (EXAMPLES)**The learner will:**

- Engage in measuring with standard and nonstandard tools objects in classroom environment
- Use ruler to measure objects such as shoes or paper
- Use hand to determine size of objects

SUPPORTIVE PRACTICES**The adult will:**


- Provide opportunities for measuring objects in classroom
- Model how to measure using standard and nonstandard tools
- Post children's growth charts
- Put measuring tools throughout the classroom that support children's independent exploration, such as scales, rulers or tape measures

CONTINUED...

STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS

BIG IDEA: Learners use inductive and deductive reasoning. Learners make, check and verify predictions and demonstrate the process of mathematics by making connections and using reasoning to solve problems.

ESSENTIAL QUESTIONS: Why do I think my estimation is appropriate? How do I decide what connections there are between objects? How do I make an “educated guess”?

2.4.1 REASONING	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none">Interact with environmental objects to understand them	STANDARD STATEMENT <ul style="list-style-type: none">Participate in activities that have a cause and effect	STANDARD STATEMENT <ul style="list-style-type: none">Experiment with objects to solve a problem
	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">Uses senses and body to search the environmentPick up one toy, examine its characteristics, and put it aside to pick up anotherRepeat an action on an object until it gets a desired effect, such as squeezing a stuffed animal until it squeaks	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">Use objects and materials in multiple ways to understand how they work, such as roll, throw, squeeze or kick a ballExperiment with blocks to make a tower without fallingManipulate a piece of a puzzle until it fits into the puzzle frame, with teacher assistance	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">Fit shapes into a shape board, matching the sequential growth in the size of the openingIdentify the specific stacking ring to go on the tower first, second or lastGive each child one crayon, going back to the basket or box to get more if needed
	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">Demonstrate and provide opportunities for children to manipulate objectsProvide children with objects in a variety of shapes, colors and sizes in which to interact 	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">Allow children opportunities to perform an action repeatedly, even if it requires repeated response by the teacherProvide children with the questions or information to consider the weight or size of an object when stacking or sequencing	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">Talk about alternative solutions for basic problems, such as “how could we make sure everyone has one ball of play dough?”Provide materials that require thinking and strategizing for using themAsk open-ended questions that stimulate thinking and reasoning

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

BIG IDEA: Learners solve and interpret result in various ways. They identify the problem and explore solutions to achieve an end result.

ESSENTIAL QUESTIONS: How do I apply a variety of concepts, processes and skills to solve problems? How do I present mathematical ideas using words, symbols visual display or technology

2.5.1 PROBLEM SOLVING	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Begin to problem solve 	STANDARD STATEMENT <ul style="list-style-type: none"> Attempt to problem solve objects by stacking, nesting, and piling 	STANDARD STATEMENT <ul style="list-style-type: none"> Practice problem solving through exploration of new and familiar materials Experiment with new uses for familiar objects Find objects that have been hidden in nearby locations
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Move rattle from one hand to another to make noise Use mouth and hands to learn about object proportions Gesture to adult for a second cookie or cracker 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Practice organizing objects to stack, nest or pile Sort by shape or color when asked, such as "Can you find a brown bear? Can you find a red circle?" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Explore materials in learning centers Practice problem solving problem using prior knowledge with adult assistance Practice answering questions from adult Hunt for objects
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask questions Provide time to manipulate objects <div> <p>Success is won by the person who does today what others are thinking of doing tomorrow.</p> <p>—Rose L. Korotkin</p> </div>	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Use open ended questions– what if...? What do you think...? How could you ...? 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Explore mathematical concepts in books; converse with young learner while solving problems Investigate a plan to solve a problem with the assistance of the young learner Encourage dramatic play with props that promote problem solving Ask open ended questions to promote thinking Engage child in exploration and experimentation, supporting imaginative play Demonstrate, explain and engage child in activities that show how objects not seen can still exist

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

BIG IDEA: Learners collect, represent and analyze data to answer questions, solve problems and make predictions.

ESSENTIAL QUESTIONS: How do I collect data? How do I explore and display data?

2.6.2 ORGANIZATION AND DISPLAY OF DATA

EMERGING



STANDARD STATEMENT

- Participate in sorting objects

EXEMPLARS (EXAMPLES)

The learner will:

- Begin to sort objects by size or shape (pegs, beads, blocks, counting bears) with teacher support

SUPPORTIVE PRACTICES

The adult will:

- Provide children with objects of various sizes and shapes
- Play sorting games with children
- Incorporate sorting and classifying activities in daily routine

STANDARD STATEMENT

- Organize and display objects by attributes with assistance

EXEMPLARS (EXAMPLES)

The learner will:

- Sort objects by preference, color, size, shape, or gender with assistance
- Complete a simple graph with adult assistance (hair color, lunch preference)

SUPPORTIVE PRACTICES

The adult will:

- Use mathematical words that describe attributes such as size, shape, color. "You made a big pile of blue blocks."
- Provide opportunities to sort learners by height, birthday month, eye color
- Provide opportunities for conversation about groups

2.6.3 NUMERICAL SUMMARIES

EMERGING

EMERGING

Education is a social process...
Education is growth...
Education is not preparation for life; education is life itself.
—John Dewey

STANDARD STATEMENT

- Begin to point to data on simple bar graph

EXEMPLARS (EXAMPLES)

The learner will:

- Answer questions about a class-created graph, such as "are there more children with blue or brown eyes?"

SUPPORTIVE PRACTICES


The adult will:

- Make graphs frequently to demonstrate how information or data can be classified
- Talk about the outcomes of experiments or data compilation, such as "how many shoes did we have when we put them all together?"

STANDARD 2.9: GEOMETRY

BIG IDEA: Children use basic shapes and spatial reasoning to learn about themselves in relation to the environment.

ESSENTIAL QUESTIONS: What makes shapes different from each other? What shapes can we see in our world? How do shapes fit together and come apart?

2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore the ways that shapes and objects fit together • Notice similarities and differences in the shape of objects 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Recognize basic shapes in the environment • Sort objects by shape
		<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Stack and build with various block sizes and shapes • Manipulate soft, foam or hard shapes • Put together snap beads, magnetic blocks or other objects that fit together and are taken part with adult assistance 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Put together pop beads, snap beads or magnetic blocks • Complete simple puzzles • Manipulate shape toys, such as shape puzzles or shape sorters • Notice that circles and squares are different from each other • Sort objects by shape
		<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Offer puzzles, shape sorters and shape blocks that can be put together and taken apart • Describe objects by shape and name • Demonstrate how shapes are similar and different 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Offer toys and objects that can to be put together and taken apart • Provide a variety of blocks that are different shapes, such as wood, foam, or cardboard • Identify shapes and their characteristics in the environment, such as “look at the round ball” • Sort circles and squares from a pile of shapes

CONTINUED...

STANDARD 2.9: GEOMETRY continued

2.9.3 COORDINATE GEOMETRY

EMERGING



STANDARD STATEMENT

- Move body in different directions, such as up, down, around or under

EXEMPLARS (EXAMPLES)

The learner will:

- Play movement games during the daily routine
- Identify direction while children are moving, such as “let’s look under the table for the spoon”
- Play hide and seek games by hiding toys and describing where they’re hidden, using directionality terms, such as “look on top of the shelf”
- Provide large muscle toys that encourage climbing and crawling

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities for movement of body during the daily routine
- Model the movements
- Provide music for young learners to move bodies

STANDARD STATEMENT

- Imitate basic directionality with adults and peers
- Follow basic directions

EXEMPLARS (EXAMPLES)

The learner will:

- Move objects in space as directed, such as up, down, behind, under or inside
- Follow directions related to directionality, such as move sideways, stretch hands up and down
- Climb up and down and crawl in and out of large motor equipment

SUPPORTIVE PRACTICES

The adult will:

- Provide experiences that use the concepts of up, down, around, inside, in front of, behind, outside
- Provide activities that require learners to follow basic directions
- Create simple obstacle courses where children crawl into or climb over
- Play simple relay races where children can follow directions, such as hop or run

MATHEMATICAL THINKING AND EXPRESSION GLOSSARY

Addends – Numbers used in mathematical operation of addition

Algebraic Expression – A group of numbers, symbols and variables that express a single series of operations

Angle – A geometric figure consisting of two rays with a common endpoint

Ascending Order – A listing in which numbers or terms are organized in increasing value

Bar Graph – A graph in which horizontal or vertical bars represent data

Concrete Objects – Physical objects used to represent mathematical situations

Counting On – Given two sets of objects in which to find the sum, learner counts one set and then counts on from the first set to the second set (3 apples in one set; 1 apple in other set- learner says 1-2-3 and then 4; there are 4 in all)

Data – Information gathered by observation, questioning or measurement, usually expressed with numbers

Descending – An order in which numbers or terms are organized in decreasing value

Estimate – A close rather than exact answer

Fractional Part – Part of a whole or part of a group that is less than a whole

Function – A rule that describes the commonalities between two patterns

Graph – A pictorial device that shows a relationship between variables or sets of data

Manipulatives – A wide variety of physical materials, objects, and supplies that students use to foster mathematics

Non Standard Measurement – A measure that is not determined by the use of standard units (paper clips, blocks)

Numerical Operations – Place, value, number sense, counting, correspondence, comparison, ordering numbers, addition/subtraction (joining/separating sets)

Number Sense – Involves the understanding of numbers and their quantities

Ordinal Number – A whole number that names the position of an object in a sequence

Pattern – A set or sequence of shapes or numbers that are repeated in a predictable manner

Pictograph – A graph that uses pictures or symbols to represent data

Place value – The value of the position of a digit in a numeral

Predictions – Use of base information to produce an approximation of change or result

Probability – The measure the likelihood of an event occurring

Reflection – A transformation creating a mirror image of a figure on the opposite side of a line

Seriation – Arranging objects in order by size or position in space (arrange in a series of pattern)

Spatial Sense – Involves building and manipulating mental representations of two and three dimensional

Standard Measurement – A measure determined by the use of standard unit such as, inches, feet, pounds, cups, pints, gallons

Symbol – A sign used to represent something

Symmetry – An attribute of a shape or relation; an exact reflection of a form on opposite sides of a dividing line or plane

Trigonometry – Relationship between the sides and angles of triangles

Whole numbers – The set of numbers consisting of the counting numbers and zero





SCIENTIFIC THINKING AND TECHNOLOGY

EXPLORING, INQUIRY AND DISCOVERY



All young children are naturally curious about their environment and the world around them and learn best when allowed to actively explore using their senses. These experiences provide the foundation for abstract and scientific thought. Students, who are given opportunities to conduct experiments, gather data and make conclusions are developing skills that support discovery about the natural world and the scientific process. For the young learner scientific concepts can be incorporated throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to express their ideas, and literacy and language arts to research answers to questions.

ASSESSMENT



Child assessment is an integral component of early childhood programs. When combined with observation, curriculum development and appropriate teaching practices, assessment provides the foundation for understanding children's growth and development. Ongoing and frequent reviews of children's accomplishments and progress enable teachers to learn how children change over time and provide information for developing responsive and appropriate instruction. Teachers use authentic assessment when they combine observation, portfolio collection, and parent report with research-based, standards-aligned curriculum-embedded instruments to obtain a clear picture of a child's interests, abilities and areas for focus.

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STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON LIVING ORGANISMS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I use my senses to learn more about the world around me? Can I identify differences in plants and animals? Do I notice changes in plants and animals?

3.1a.1 COMMON CHARACTERISTICS OF LIFE	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Express a sense of wonder about the natural world Show interest and curiosity in people 	STANDARD STATEMENT <ul style="list-style-type: none"> Differentiate between animal and plant Show interest in and respond to plants, animals and other people in the environment Explore the characteristics of living things 	STANDARD STATEMENT <ul style="list-style-type: none"> Identify the physical properties of some living and non-living things
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Reach for objects Put objects in mouth to discover its properties Roll objects in hands Reach for people Touch and grasp face, glasses, jewelry of adult holding infant 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Reach for a caregiver Grab a flower Point and squeal at dog Pick up an earthworm Try to catch ants 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use tools, such as a magnifying glass, to observe and describe objects Identify the external characteristics of living things, such as the size, shape and color of leaves or insects Identify the external characteristics of non-living things, such as rocks or toy cars
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials and toys for infants to explore and discover Engage with infant while holding 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people Include plants and, when possible, pets in the classroom Read books about animals and their characteristics 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide tools and materials for children to investigate at a science area such as hand lenses and magnifying glasses Discuss characteristics of plants and animals and encourage children to draw pictures Display groups of objects that can be sorted into living and non-living
3.1a.3 LIFE CYCLES	EMERGING <div> The whole of science is nothing more than a refinement of everyday thinking. —Albert Einstein </div>	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Notice plants and animals growing and changing
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> State observable changes in plants and animals from day to day Wonder what the bud will become Wonder what will change on the tadpole next)
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Plant seeds and keep in a place where children can observe daily Point out changes to plants and animals when outside Observe changes to classroom pet

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON LIVING ORGANISMS continued

3.1a.5 FORM AND FUNCTION	STANDARD STATEMENT <ul style="list-style-type: none"> Explore body parts of self and others 	STANDARD STATEMENT <ul style="list-style-type: none"> Identify own body parts when asked 	STANDARD STATEMENT <ul style="list-style-type: none"> Identify similarities and differences in body parts of animals and humans
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use hands to discover own body Use hands to explore eyes, ears, nose, mouth and hair of others 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Point to legs, head, arms, hands feet when asked Play simple body part games, such as "Where is Thumbkin?" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Note the differences between the body parts of humans and animals, such as birds have wings and humans do not Talk about the body parts that animals and humans have in common, such as dogs and babies both have legs Note that animals (cows) use tails to swat at insects
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Name body parts when playing or diapering Recite simple rhymes or games that include body parts, such as "This Little Piggy" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Name body parts when playing and diapering Provide dolls and toys for children to identify body parts Include songs, finger plays and games that include body parts 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Discuss similarities and differences between animals and humans Ask children to move like animals, such as slither like a snake or fly like a bird Provide dolls and stuffed animals where children can notice their characteristics Display pictures and books that describe animals and their characteristics


3.1a.9 SCIENCE AS INQUIRY	STANDARD STATEMENT <ul style="list-style-type: none"> Place object in mouth to discover its characteristics 	STANDARD STATEMENT <ul style="list-style-type: none"> Use the five senses as tools with which to observe and describe 	STANDARD STATEMENT <ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify and describe
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Place objects in mouth Watch peers and adult activity Roll, hold, shake, move toys Turn head toward noise 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Say "loud" after hearing loud noise Wrinkle nose and stick out tongue after tasting something new Run hands through sand, beans, rice Try to make a toy move 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Place all the green leaves together Say "hot" when seeing a steaming dish of food Pretend to answer a toy phone when the telephone rings Try to identify objects using sense of smell Squish mud through fingers and notice how it feels
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials and toys for infants to explore and discover Engage with infant while holding 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials and experiences for children to explore and investigate using all their senses Include songs, finger plays and games that include body parts 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Encourage children to use words to describe their observations during play Model vocabulary that includes senses such as "I hear" or "It tastes" Provide many materials and opportunities for children to explore using all their senses

STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Do I recognize important people in my life? Can I tell the difference between adult and baby animals? Can I match adults with their babies?


3.1b.1 HEREDITY	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none">• Recognize self and family members	STANDARD STATEMENT <ul style="list-style-type: none">• Distinguish between adult and baby animals• Name some common animals and their babies	STANDARD STATEMENT <ul style="list-style-type: none">• Identify adults and their offspring• Notice similarities and differences between adult animals and their offspring
	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">• Look at self in mirror• Look for family member when caregiver says, “Here’s Mommy!”• Direct gaze to named person when asked, “Where’s your brother?”	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">• Point to adult or baby animals in pictures when asked• Identify the names of family members in pictures• Name a dog or cat when seen outside on a walk• Tell that a cow says, “moo”• Match a cat and kitten or a dog and puppy	EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">• Recognize a puppy from a dog by the size or characteristics• Match animal picture cards, such as kitten to cat, calf to cow, baby to parent
	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">• Provide mirror at eye level for infant to look into• Talk with infant while looking into mirror• Identify family members by name when they are present• Display family pictures and talk about who is in the picture and what they’re doing	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">• Provide pictures of adult and baby animals• Use appropriate terms when identifying animals• Provide literature connections	SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">• Provide pictures of adult and baby animals• Use appropriate terms when identifying animals• Provide literature connections

3.1b.2 REPRODUCTION	EMERGING		STANDARD STATEMENT
			<ul style="list-style-type: none">• Observe that dogs have puppies and cats have kittens
			EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">• Match babies to parent such as puppy with dog or kitten with cat
			SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">• Ask children to tell which animals belong together• Ask children whether a lamb is a baby cow or a cub is a baby fish

STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I tell what kind of clothing I need for the weather? Do I recognize changes in my environment?

3.1c.2 ADAPTATION	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> 	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Notice changes that occur in animals to adapt to seasonal changes • Discuss changes humans make to accommodate weather changes
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Identify whether s/he should wear a winter coat or shorts • Tell kinds of clothing worn when it rains or snows • Talk about the growth of fur on animals to keep them warm • Watch squirrels gather acorns or birds using a bird feeder
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Read simple books about hibernation or migration • Take a walk to observe animals' preparation for winter, such as squirrels gathering acorns

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTION: Do I interact with a variety of materials?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore the characteristics of objects 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Engage with objects to learn about their characteristics • Use tools to learn about the characteristics of objects and materials 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Identify differences in the properties of some objects or materials

EXEMPLARS (EXAMPLES)

The learner will:

- Pat or hit a toy that squeaks
- Visually explore a toy in hand
- Explore the different textures of objects, such as hard or soft and wet or dry

SUPPORTIVE PRACTICES

The adult will:

- Provide toys that squeak or make noise when used
- Use facial expressions to show pleasure and happiness when talking with an infant
- Provide materials of different textures to explore
- Talk about the way objects or materials feel, such as “this is really hard” or “now your bottom is nice and dry.”

EXEMPLARS (EXAMPLES)

The learner will:

- Use a stick to investigate a worm
- Shake a rhythm instrument to hear its sound
- Use a fork to put a crumb to the nose
- Try mixing red and blue paint with a brush
- Notice the texture and feel of different objects and materials

SUPPORTIVE PRACTICES

The adult will:

- Provide new materials and instruments for children to explore, such as different textures of fabrics or a new vehicle in the block area
- Encourage children to use the sand or water table to pour or scoop
- Include a variety of tools throughout the environment for children to use in their play

EXEMPLARS (EXAMPLES)

The learner will:

- Make something out of paper, cardboard or other materials that can be used for a purpose
- Assemble, take apart and reassemble items like linking blocks, puzzles, erector sets or block constructions

SUPPORTIVE PRACTICES

The adult will:

- Provide various materials and recyclable materials for children to create new objects
- Provide old flashlights, typewriters, mechanical toys for children to discover how the parts interact

EMERGING

**It is not what is poured
into the student, but what
is planted, that counts.**

—Eugene P. Bertin

STANDARD STATEMENT

- Combine materials to make a new substance

EXEMPLARS (EXAMPLES)

The learner will:

- Mix water and sand together
- Mix paint colors
- Combine different types of blocks to create a structure

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities for children to mix water and sand or soil
- Include simple cooking experiences where children can observe the changes, such as mixing water into jello

STANDARD STATEMENT

- Describe the result when two or more substances are combined

EXEMPLARS (EXAMPLES)

The learner will:

- Notice that soil and water combined make mud
- Tell that mixing 2 paint colors make a different colors, even if colors aren't identified
- Use a variety of art materials to make a collage

SUPPORTIVE PRACTICES


The adult will:

- Conduct simple experiments where children can observe changes, such as adding oil to water or food coloring to milk
- Include simple cooking projects that allow children to stir together ingredients, with adult guidance
- Provide water and soil or sand in the sand/water table for children to combine
- Encourage creative use of multiple materials for children's constructions

STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTIONS: Can I move and manipulate toys? Do I identify familiar sounds and voices? Can I participate in an action/reaction sequence?

3.1b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Recognize s/he can move objects 	STANDARD STATEMENT <ul style="list-style-type: none"> Use complex motion to play with toys
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use push or pull toys, such as pretend vacuum cleaners or pull toys with strings Use feet to push a wheeled toy around the play yard Manipulate pop-up toys, such as jack in the boxes, and notice how the clown appears after moving the crank Move small cars or trucks around during block play 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Push buttons on pop-up toys Roll cars up and down ramp Include tricycles or other self-propelled toys in outside play environment
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Include push and pull toys for outside play Encourage children to use string toys or inside push toys Demonstrate how pop-up or other toys that change with movement work and include in play areas 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide toys that require pushing buttons, turning handles, winding or rolling Provide toys that can be combined for play such as wheeled cars and ramps
3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	EMERGING		STANDARD STATEMENT <ul style="list-style-type: none"> Explore magnets
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Play with magnets and magnetic items Use magnetic letters /numbers on cookie sheet or refrigerator
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide magnets, magnetic items and magnetic letters or numbers for children to explore

STANDARD STATEMENT <ul style="list-style-type: none"> • Notice familiar and unfamiliar sounds in the environment 	STANDARD STATEMENT <ul style="list-style-type: none"> • Identify familiar sounds in the environment • Imitate sounds 	STANDARD STATEMENT <ul style="list-style-type: none"> • Categorize and imitate familiar sounds
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Startle to unfamiliar sounds, such as a vacuum cleaner or siren • Comfort to familiar sounds, such as parent's voice 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Say "dog" when she hears a dog barking • Look at telephone when it rings • Say "meow" after hearing a cat • Repeat a sound sequence, such as "ei-ei-o" • Imitate the school's doorbell after it rings 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Listen to an audio tape of sounds and guess what the sounds are • Use and imitate sounds when playing with cars, animals or other toys
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Identify sounds, such as "there's the dog barking again" • Comfort children when they are alarmed by sounds 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Use sounds and give children time to repeat them • Talk about animals and their sounds and encourage children to practice the sound • Identify sounds or alarms that occur within the school day, "there's the doorbell again" or "that fire engine has a really loud siren" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Create an audio tape of familiar sounds for children to identify • Discuss the sounds that vehicles make or that wild animals make

STANDARD STATEMENT <ul style="list-style-type: none"> • Initiate an action/reaction sequence without intent 	STANDARD STATEMENT <ul style="list-style-type: none"> • Discover a reaction to an action 	STANDARD STATEMENT <ul style="list-style-type: none"> • Repeat an action to cause a known reaction
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Watch a ball roll that has been bumped • Bat a mobile and watch it move 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Complete an action such as rolling a truck down a slide over and over after discovering what happens 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Pour water on the water wheel to make it spin • Roll cars down a ramp to make them go faster
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Recognize what the child has made happen and verbalize it, "You made the ball roll!" <div data-bbox="205 1312 651 1453"> <p>The larger the island of knowledge, the longer the shoreline of wonder.</p> <p>—Ralph Waldo Emerson</p> </div>	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Talk about what is happening when the child discovers a new reaction 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Ask children to explain how they know what to do and the effects of the action

STANDARD 3.3a: EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

BIG IDEA: Interactions occur on Earth and in space.

ESSENTIAL QUESTIONS: Can I identify different types of Earth? Do I engage in water play? Do I know what I need to wear for the weather?

3.3a.2 EARTH'S RESOURCES AND MATERIALS	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> <p>Set children up for success. Assume all children in your classroom are gifted on the first day of school and they will be... each in his or her own way.</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explores rocks, sand and soil using senses 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify different types of earth
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use hands, eyes and mouth to explore sand and dirt Pick up stones and pebbles and notice their characteristics, with careful teacher guidance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Point to rocks, soil and sand when asked Sift dirt through a sieve to find rocks
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to dig in sand and soil Carefully supervise children's interaction with soil and stones for safety, assuring they stay out of their mouths 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask children to identify different types of earth when playing
3.3a.4 WATER	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in water play in the bathtub or during hand washing 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in water play activities in the sink or water table 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe and explore water in liquid state
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Splash water with hands Look surprised when water splashes face 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Pour and attempt to fill containers at water table Splash hands in water 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Float and sink objects at the water table Use water to make the water wheel spin Squirt water through a baster or a pump
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Supervise water play at sink Allow children to splash water with hands 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide water play materials that encourage pouring and filling, such as sieves, pitchers and cups Introduce children to hand-washing, allowing them to wet their own hands With supervision, provide opportunities for children to splash water with their hands 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of toys for exploration at the water table Rotate toys regularly Introduce simple water experiments, such as sink and float

EMERGING**STANDARD STATEMENT**

- Observe weather conditions

EXEMPLARS (EXAMPLES)

The learner will:

- Look outside when she hears thunder
- Say “snow” when it begins to snow

SUPPORTIVE PRACTICES

The adult will:

- Discuss the kinds of clothing that are needed for specific weather conditions

STANDARD STATEMENT

- Identify types of clothing needed for current weather conditions
- Identify the characteristics of weather change

EXEMPLARS (EXAMPLES)

The learner will:

- See snow and get boots and mittens to go outside
- Notice the temperature gets colder during the winter months
- Talk about the changes in animal behavior when it is cold or hot, such as many dogs like to get wet to stay cool in the summer or some birds fly away to warmer locations

SUPPORTIVE PRACTICES

The adult will:

- Use a thermometer to show measurement of temperature
- Read books about animals’ preparation for the winter
- With children, sort different kinds of clothing for the weather
- Name the seasons and their characteristics, displaying related pictures and books



STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE

BIG IDEA: Interactions occur on Earth and in space.

ESSENTIAL QUESTION: Can I identify features in space?

3.3b.1 COMPOSITION AND STRUCTURE	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Differentiate between night and day Name sky, sun, cloud, star, moon 	STANDARD STATEMENT <ul style="list-style-type: none"> Identify the sky's different characteristics during night and day Notice differences in cloud patterns
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Notice that the sun is bright State that clouds are in the sky Tell that the moon and stars appear during the night time 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Note that stars only come out during the nighttime Observe that the moon and sun are both round or circles Tell about the sky turning dark to indicate nighttime and light during the day
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about the sky's conditions and changes, such as "it's raining today, the sky was really dark" Read books about the moon and sun Point out the sun and clouds during a walk Sing songs and finger plays about the sky, such as "Twinkle Twinkle Little Star" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display pictures of night and day and talk about the characteristics Show pictures of the sun, earth, moon and help children identify how they are the same or different Take walks to look for the sun or clouds Talk about the different shapes and colors of clouds

STANDARD 3.4e: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTIONS: THE DESIGN WORLD

BIG IDEA: Technology impacts daily living.

ESSENTIAL QUESTION: Do I interact and engage with toy vehicles? Do I explore medical equipment? Can I use a computer and other technology with teacher assistance?

INFANT	YOUNG TODDLER	OLDER TODDLER
EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Explore medical equipment and materials 	STANDARD STATEMENT <ul style="list-style-type: none"> Associate medical equipment with the people who keep us healthy

3.4.e.1 MEDICAL TECHNOLOGIES



EXEMPLARS (EXAMPLES)

The learner will:

- Play with real or model medical equipment such as a stethoscope and blood pressure cuff in the dramatic play area

SUPPORTIVE PRACTICES

The adult will:

- Provide a variety of toy or real medical equipment that children can explore safely

EXEMPLARS (EXAMPLES)

The learner will:

- Identify that health care workers use specific medical tools to keep us healthy
- Recognize the use and purpose of specific medical tools, such as a thermometer takes temperature or a stethoscope measures the heart

SUPPORTIVE PRACTICES

The adult will:

- Describe that a doctor or nurse will use a thermometer to check temperature
- Imitate basic health functions, such as stepping on a scale to be weighed or having blood pressure taken

3.4.e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES

EMERGING



EMERGING

STANDARD STATEMENT

- Explore communication technology equipment such as a pretend cell phone or telephone
- Use a computer with teacher direction

EXEMPLARS (EXAMPLES)

The learner will:

- Use a pretend phone in the dramatic play area
- Use a teacher-initiated program on the computer

SUPPORTIVE PRACTICES

The adult will:

- Provide toy phones or deactivated cell phones for children to explore
- Install developmentally appropriate computer programs that children can use with minimal keyboard or mouse use

3.4.e.5 TRANSPORTATION TECHNOLOGIES

EMERGING

STANDARD STATEMENT

- Explore transportation vehicles such as truck, car, bus, train

EXEMPLARS (EXAMPLES)

The learner will:

- Seek out toy trucks or cars during play to move around floor
- Hold pretend keys and pretend to make vehicles turn on

SUPPORTIVE PRACTICES

The adult will:

- Provide a variety of wheeled toy vehicles for children to explore

STANDARD STATEMENT

- Identify types and uses of transportation

EXEMPLARS (EXAMPLES)

The learner will:

- Name bus, car, train, airplane, bus and how they are used

SUPPORTIVE PRACTICES

The adult will:

- Provide a variety of transportation toys in the block and dramatic play areas for children to use during play

CONTINUED...

STANDARD 3.4e: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTIONS: THE DESIGN WORLD continued

3.4.e.7 CONSTRUCTION TECHNOLOGIES	EMERGING Reason can answer questions, but imagination has to ask them. —Ralph Gerard	STANDARD STATEMENT <ul style="list-style-type: none">Explore simple construction tools and vehicles	STANDARD STATEMENT <ul style="list-style-type: none">Use construction tools and vehicles to represent real life structures and events
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none">Stack blocks to make a house or schoolUse play hammers and accompanying materials to hammer or pound, such as a pounding benchWear a hard hat while playing in the dramatic play area	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none">Combine a variety of blocks and say “I made a house!”Use play hammers, screwdrivers and measuring tapes during pretend playStack blocks in the back of a dump truck to transport themExplain why a construction worker might need a hard hat or safety goggles
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none">Provide play hammers and screwdrivers for children to exploreInclude different types of vehicles in the block area, such as dump and cement trucks or bulldozersTake a walk to observe a construction site, talking about the different workers or equipment	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none">Provide a variety of block types for play, such as wood, cardboard and foamIdentify different kinds of construction vehicles that are seen on a walk and describe each one's purposeSet up a construction zone with play hammers, screwdrivers, safety goggles and hard hatsTake pictures of children's block structures and post them.Display pictures of construction sites, workers and equipment

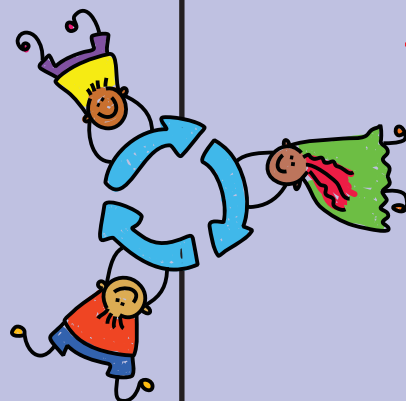
STANDARD 4.3: ENVIRONMENT AND ECOLOGY**BIG IDEA:** We are impacted and have impact on our environment.**ESSENTIAL QUESTION:** Can I put trash in the right place? Can I engage and name farm animals and structures? Can I name where I live?

AND WETLANDS	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none">Recognize differences in types of waterIdentify some animals that live in water
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none">Notice the size difference between a puddle and an ocean in picturesDiscuss that fish live in waterTalk about the different uses for water, such as swimming or boating

**SUPPORTIVE PRACTICES**

The adult will:

- Provide different kinds of water animals for sorting, use in the water table, or dramatic play
- Talk about why fish, sharks or whales need to live in water
- Talk about the sizes of different bodies of water, such as lake or ocean, and help children identify the differences
- Name bodies of water and describe their characteristics

EMERGING**EMERGING****STANDARD STATEMENT**

- Identify and use appropriate trash receptacles

EXEMPLARS (EXAMPLES)

The learner will:

- Place trash in trash can
- Tell someone else where the trash should go

SUPPORTIVE PRACTICES

The adult will:

- Encourage and support children to place trash in trash cans
- Explain why we use trash cans

EMERGING**STANDARD STATEMENT**

- Manipulate farm animals and structures during play

EXEMPLARS (EXAMPLES)

The learner will:

- Interact and engage with toys representing farm animals and barns and silos during play

SUPPORTIVE PRACTICES

The adult will:

- Provide farm toys for children to use
- Read books about farms and farmers
- Use the correct names to describe animals and farm structures

STANDARD STATEMENT

- Identify basic farm animals and structures

EXEMPLARS (EXAMPLES)

The learner will:

- Name some farm animals when playing with toys
- Name the barn and fences

SUPPORTIVE PRACTICES

The adult will:

- Provide farm toys for children to use
- Read books about farms and farmers
- Use the correct names to describe animals and farm structures

CONTINUED...

STANDARD 4.3: ENVIRONMENT AND ECOLOGY continued**4.7 THREATENED, ENDANGERED
AND EXTINCT SPECIES****EMERGING****EMERGING****STANDARD STATEMENT**

- Describe that some animals are no longer alive

EXEMPLARS (EXAMPLES)

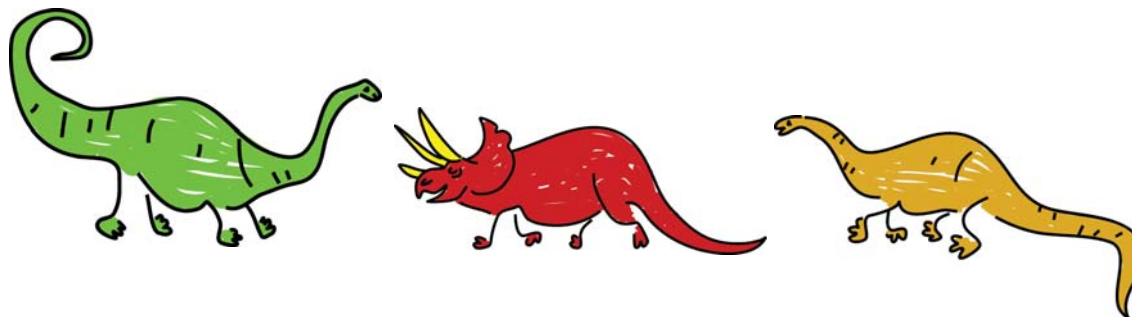
The learner will:

- State that there aren't any dinosaurs living today
- Talk about what animals need to stay alive, such as food and water

SUPPORTIVE PRACTICES

The adult will:

- Provide dinosaur toys for children to use
- Read books about dinosaurs
- Use the correct names to describe dinosaurs

**4.8 HUMANS AND
THE ENVIRONMENT****EMERGING****EMERGING**

To look at the world from a new
perspective is to discover a
world of new possibilities.

—Stanislav Grof

STANDARD STATEMENT

- Name the type of housing in which s/he lives

EXEMPLARS (EXAMPLES)

The learner will:

- Identify whether he lives in house, apartment, trailer or other type of shelter with adult questioning and assistance

SUPPORTIVE PRACTICES

The adult will:

- Ask child about the type of home in which he lives
- Provide examples of shelters for child to select from
- Read books about types of shelter

SCIENCE AND TECHNOLOGY GLOSSARY

Construction Technology – The ways that humans build structures on sites

Fact – Information that has been objectively verified

Hypothesis – An assertion subject to verification or proof as a premise from which a conclusion is drawn

Information Technology – The technical means that humans create to store and transmit information

Inquiry – A systematic process for using knowledge and skills to acquire and apply new knowledge

Law – Summarizing statement of observed experimental facts that has been tested many times and is generally accepted as true

Manufacturing Technology – The ways that humans produce goods and products

Model – A description, analogy or a representation of something that helps us understand it better (e.g., a physical model, a conceptual model, a mathematical model)

Patterns – Repeated processes that are exhibited in a wide variety of ways; identifiable recurrences of the element and/or the form

Science – Search for understanding the natural world using inquiry and experimentation

System – A group of related objects that work together to achieve a desired result

Transportation Systems – A group of related parts that function together to perform a major task in any form of transportation

Transportation Technology – The physical ways humans move materials, goods and people

Tool – Any device used to extend human capability including computer-based tools



ENVIRONMENT AND ECOLOGY GLOSSARY

Ecosystem – A community of living organisms and their interrelated physical and chemical environment

Endangered species – A species that is in danger of extinction throughout all or a significant portion of its range

Environment – The total of the surroundings (air, water, soil, vegetation, people, wildlife) influencing each living being's existence, including physical, biological and all other factors; the surroundings of a plant or animal, including other plants or animals, climate and location

Extinction – The complete elimination of a species from the earth

Nonrenewable resources – Substances (e.g., oil, gas, coal, copper, gold) that, once used, cannot be replaced in this geological age

Recycling – Collecting and reprocessing a resource or product to make into new products

Regulation – A rule or order issued by an executive authority or regulatory agency of a government and having the force of law

Renewable – A naturally occurring raw material or form of energy that will be replenished through natural ecological cycles or sound management practices (e.g., the sun, wind, water, trees)

Wetlands – Lands where water saturation is the dominant factor determining the nature of the soil development and the plant and animal communities (e.g., sloughs, estuaries, marshes)



SOCIAL STUDIES THINKING

CONNECTING TO COMMUNITIES

The foundation of social studies, economics, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

PLAY, PLAY AND PLAY SOME MORE!

The best way to support children's learning in the early years is to provide hands-on, active learning experiences that include play activities. Play enables children to weave together past knowledge and new information in order to acquire new understanding and skill development. A child who discovers the characteristics of apples through manipulating, investigating and exploring them understands the depth of apples better than a child who colors a worksheet picture of an apple. Children who learn together in the dramatic play or block areas how to cooperate in order to figure out how many blocks can be added to a structure before it falls have stronger social and creative thinking sequences. Play sequences and activities expand across all Key Areas of Learning and can build social, cognitive and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to scaffold children's thinking and problem solving.

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STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

BIG IDEA: Good citizens follow rules to keep them safe.

ESSENTIAL QUESTION: How can I show that I can follow rules?

5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> Learn acceptable and unacceptable behavior 	STANDARD STATEMENT <ul style="list-style-type: none"> Understand one word rules such as “no” or “stop” 	STANDARD STATEMENT <ul style="list-style-type: none"> Follow rules with teacher support
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Stop a behavior and look at the speaker when told “no” Look at adult questioningly before attempting behavior again 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Stop behavior when told no or stop Indicate that behavior should not be done by saying “no no” 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Put toys away at clean up time Keep toys in a specific location Participate in word and game songs such as Ring Around the Rosey Join the group for circle time Get in line to go to another location
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model acceptable behavior Provide other alternatives for inappropriate action Use re-direction Design the room environment for safe and independent exploration 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Use the word no or stop to keep children from harm Provide other alternatives for the inappropriate action 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide models and positive reinforcement when assisting with clean up Invite and encourage children to participate in circle time or other group activities such as group games and songs such as The Farmer in the Dell Encourage children to line up when moving out of the classroom



STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

BIG IDEA: Citizenship involves responsibility to myself and others.

ESSENTIAL QUESTION: How do I understand my role as a family member? How do I attempt to solve conflicts?

5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES

INFANT

EMERGING



YOUNG TODDLER

EMERGING

OLDER TODDLER

STANDARD STATEMENT

- Identify self as a member of a family
- Identify other family members

EXEMPLARS (EXAMPLES)

The learner will:

- Talk about others in the family
- Identify himself in relationship to others in the family such as brother, sister, son, daughter
- Talk about things the family does together
- Nurture a baby doll
- Adopt different family roles in play

SUPPORTIVE PRACTICES

The adult will:

- Display pictures of families
- Provide props and costumes for family members in dramatic play area
- Talk about people in families
- Read books about families that include a variety of family structures
- Find out about and discuss at-home events and activities
- Talk about the roles of specific family members, such as grandma takes care of the baby at night

RESOLUTION OF CONFLICT

EMERGING

STANDARD STATEMENT

- Express emotion related to a problem or conflict

EXEMPLARS (EXAMPLES)

The learner will:

- Cry or use inappropriate action to express frustration or unmet need, such as grab a desired toy from another
- Seek help from adult to resolve conflicts
- Attempt to share with another when asked by adult

STANDARD STATEMENT

- Think about a problem and figure out a solution

EXEMPLARS (EXAMPLES)

The learner will:

- Call for help from an adult when another child takes a toy
- Announce that they want to make a surprise for a parent and go to the easel to make a picture
- Ask for help moving blocks to create a roadway for a vehicle
- Put play dough cake on a plate and take it to the housekeeping area to put in the oven

**Profound curiosity happens
when children are young.**

—I.I. Rabi, Nobel Laureate Physicist

SUPPORTIVE PRACTICES

The adult will:

- Intervene when needed to help children resolve conflict by giving them the words or actions to use
- Model the use of words to express a need
- Describe appropriate responses to problems or conflicts, such as “ask Bobby if you’d like to use the truck”

SUPPORTIVE PRACTICES

The adult will:

- Provide suggestions for dealing with another child
- Encourage children to think about challenges and to solve them independently
- Ask children why they decided to act in a certain way

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

BIG IDEA: Money and resources impact our lives.

ESSENTIAL QUESTION: Can I identify where some food products originate?

INFANT

EMERGING



YOUNG TODDLER

EMERGING

OLDER TODDLER

STANDARD STATEMENT

- Recognize that food products found in the grocery store originate from other places

EXEMPLARS (EXAMPLES)

The learner will:

- Identify that milk comes from cows and eggs come from chickens
- State that apples grow on trees and pumpkins grow on vines

SUPPORTIVE PRACTICES

The adult will:

- Talk about different crops or products and where they originate, such as milk from a cow on a farm or bananas from trees that only grow where it’s warm
- Read books about the process of shipping products to the grocery store
- Provide play food items in the dramatic play area
- Cultivate a school garden where children could plant bean seeds

STANDARD 6.3: SCARCITY AND CHOICE

BIG IDEA: There is a difference between wants and needs and how we acquire items.
ESSENTIAL QUESTION: Can I indicate that I need more?

6.3.1 SCARCITY AND LIMITED RESOURCES	INFANT	YOUNG TODDLER	OLDER TODDLER
	<div>EMERGING</div> <div>Nothing happens unless first a dream. —Carl Sandburg</div>	<div>EMERGING</div>	STANDARD STATEMENT <ul style="list-style-type: none">• Notice when there are expended materials or supplies and ask for more
			EXEMPLARS (EXAMPLES) <p>The learner will:</p> <ul style="list-style-type: none">• Ask for more snack or more toys when wanted• Use hands to indicate more• Notice when the markers are dried up and ask for new ones
			SUPPORTIVE PRACTICES <p>The adult will:</p> <ul style="list-style-type: none">• Praise children’s verbal requests for more• Give explanations when there are no more materials to provide, such as there are no more cookies for today.• Acknowledge children’s disappointment when materials can’t be replenished• Offer substitutes when there are no more materials

STANDARD 6.5: WORK AND EARNINGS

BIG IDEA: People work to earn money.
ESSENTIAL QUESTION: Can I state that mommy or daddy has to go to work? Can I relate work to getting money?

EARNING WAGES	INFANT	YOUNG TODDLER	OLDER TODDLER
	<div>EMERGING</div>	<div>EMERGING</div>	STANDARD STATEMENT <ul style="list-style-type: none">• Identify that adults go to work to earn money• Describe how money is needed to purchase materials

**EXEMPLARS (EXAMPLES)**

The learner will:

- Play act purchasing materials or goods in the dramatic center
- Ask parent to buy them a specific toy
- Describe that parent is going to work to earn money

SUPPORTIVE PRACTICES

The adult will:

- Provide pretend money in dramatic play area
- Include props from adult work places in the play area
- Talk about the work places that parents go to after they drop off children
- Read books about different types of work

EMERGING

The object of education is
to prepare the young to
educate themselves
throughout their lives.

—Robert Maynard Hutchins

EMERGING**STANDARD STATEMENT**

- Identify that businesses provide goods or services

EXEMPLARS (EXAMPLES)

The learner will:

- Talk about getting hair cut at the barber or beauty salon
- Describe going to the doctor to get a shot
- Play act scenarios that relate to specific businesses, such as going to the pet store to get pet food


SUPPORTIVE PRACTICES

The adult will:

- Engage children in discussions about where they go to get specific products
- Include a variety of workplace props in the dramatic play area
- Read books about workers and their jobs
- Point out different businesses during walks

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

BIG IDEA: Each individual is a member of a larger community.
ESSENTIAL QUESTION: How do I use or create a simple map? Can I describe basic features of places I've visited?

7.1.1 GEOGRAPHIC TOOLS	INFANT	YOUNG TODDLER	OLDER TODDLER
	<div>EMERGING</div> <div></div>	<div>EMERGING</div>	<div>STANDARD STATEMENT</div> <div>Follow a pathway or roadway on a large car mat</div>
			<div>EXEMPLARS (EXAMPLES)</div> <div>The learner will:</div> <div>Use cars and other vehicles to follow a roadway on a mat</div> <div>Indicate stopping at certain businesses on mat</div>
			<div>SUPPORTIVE PRACTICES</div> <div>The adult will:</div> <div>Provide large car mat with roadways, buildings and grass indicated for play</div> <div>Engage in play with children and discuss a pretend "tip" using the mat locations</div>




STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Every location can be described by its physical characteristics.

ESSENTIAL QUESTION: Can I talk about locations in my home?

7.2.1 PHYSICAL CHARACTERISTICS

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>EMERGING</p> 	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Identify the characteristics of one's home • Describe the locations of important areas within the home <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Talk about the different rooms in the home • Talk about what happens in different rooms such as "I take my bath in the bathroom, I sleep in the bedroom, I eat breakfast in the kitchen" • Identify the room in which certain items might be found such as the TV in the living room, refrigerator in the kitchen • Describe information about the place s/he lives, such as door color or if more than one family lives within (apartment) <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Point out where things are located at school • Ask silly questions like, "Would you find the stove in the garage?)" • Encourage children to draw their homes and the rooms within, identifying what is drawn • Post pictures about different houses and places to live

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Everyone needs to appreciate differences and respect each other.
ESSENTIAL QUESTION: Can I show that I know my hair and eye color? Can I draw pictures using colors that represent me?

7.3.1 HUMAN CHARACTERISTICS	INFANT	YOUNG TODDLER	OLDER TODDLER
	<div>EMERGING</div> <div>I found that I could say things with color and shapes that I had no words for. —Georgia O’Keefe</div>	<div>EMERGING</div>	<div>STANDARD STATEMENT</div> <div>• Begin to recognize own physical characteristics and those of others</div>
			<div>EXEMPLARS (EXAMPLES)</div> <div>The learner will:</div> <div>• Indicate own color of hair, color of eyes and that of friends</div> <div>• Use colors to represent hair and eye color in drawings</div> <div>• Recognizing boys and girls</div> <div>• Noticing two eyes, one nose, two ears, etc.</div> <div>• Asking about words Chinese or Spanish speaking classmates might use</div>
			<div>SUPPORTIVE PRACTICES</div> <div>The adult will:</div> <div>• Discuss similarities and differences in dress, customs, tools and transportation as seen in books, pictures, etc.</div> <div>• Provide skin tone crayons and markers for children to use</div> <div>• Talk about similarities and differences that are represented by children</div>



STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

BIG IDEA: People and the environment affect each other.

ESSENTIAL QUESTION: Can I describe the environment outside? How do I show that I know what is around me?


7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> <p>In this classroom you will find sunshine – we radiate the goodness of the earth, Rainbows – we are different Flowers – we are blossoming Children – we are the future. —Sheila Simyak</p>	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize characteristics of their environment
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice and point out objects, posters, pictures and people in the classroom or school Notice and comment on the weather Help to pick up paper and throw in the trash can Wipe off tables after snack
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Take children for walks around the neighborhood, pointing out signs and landmarks Provide opportunities for children to explore their environment, indoors and outdoors Talk daily about the weather Ask children to assist in helping to clean up



STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

BIG IDEA: Past and present experiences and ideas help us make sense of the world..

ESSENTIAL QUESTION: Do I state that I want something now? Can I tell when important things happen during my day?

8.1.1 CONTINUITY AND CHANGE OVER TIME	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> <p>The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.</p> <p>—Khrishnamurti</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to changes in routines or schedule 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> State periods of day when events occur
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Remind adult that a specific activity is next Refuse to clean up or transition if unready Ask when is story time 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell when things occur, such as going to bed at night or eating breakfast in the morning Repeat the classroom daily schedule with adult assistance Show ability to wait for upcoming event, such as snack will come after reading
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Respond to children's questions about routines Display picture schedule in the classroom so children can become familiar with the sequence of the day Consistently follow the sequence of events within a daily schedule, avoiding change as much as possible Use words such as "remember" or "next" when describing the daily schedule; "remember, after we eat, it's time for outside play" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about the part of the day when things are happening such as "This morning we will..., This afternoon we will..." Ask children to tell you when daily events occur using morning, afternoon, night Post and describe the daily schedule, following it consistently Read books and talk about what might happen next Use vocabulary, such as today, tomorrow or yesterday
8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	<p>EMERGING</p>		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize changes in objects such as plants or trees over time
	<p>EMERGING</p> 		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice that a plant is blooming Notice new items in the classroom Talk about changes that happen to trees in the winter
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures that show changes over time Include blooming plants in the classroom Observe a tree near the classroom that changes with the seasons

SOCIAL STUDIES THINKING GLOSSARY

CIVICS AND GOVERNMENT

Authority – Right to control or direct the actions of others, legitimized by law, morality, custom or consent

Citizen – Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government

Community – A group of people who share a common social, historical, regional or cultural heritage

Conflict Resolution – The process of attempting to solve a dispute or conflict

Country – The acceptable political boundaries or borders recognized throughout the world

Decision-making Process – An organized approach to making choices

Government – Institutions and procedures through which a territory and its people are ruled

Leadership – State or condition of one who guides or governs

State – A commonwealth; a nation; a civil power

ECONOMICS

Community Helpers – Any group or individual who plays a role in the community such as doctors, nurses, dentists, teachers, parents, firemen, policemen, trash collectors, animal control officers

Competition – The rivalry among people and/or business firms for resources and/or consumers

Consumer – One who buys or rents goods or services and uses them

Cost – What is given up when a choice is made; monetary and/or non monetary

Demand – The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various prices during a specific time period

Goods – Objects that can satisfy people's wants

Household – The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated

Money – A medium of exchange

Natural Resource – Anything found in nature that can be used to produce a product (e.g., land, water, coal)



Price – The amount people pay in exchange for a particular good or service

Producer – One who makes goods or services

Profit – Total revenue minus total costs

Services – Actions that are valued by others

Supply – The different quantities of a resource, good or service that potential sellers are willing and able to sell at various prices during a specific time period

Wants – Desires that can be satisfied by consuming goods, services or leisure activities

GEOGRAPHY

Climate – Long-term patterns and trends in weather elements and atmospheric conditions

Environment – Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist.

Geographic Tools – Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs)

Place – An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas

Resource – An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value

HISTORY

Conflict – The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.

Culture – The beliefs, customs, practices, and social behavior of a particular nation or people

Document – A formal piece of writing that provides information or acts as a record of events or arrangements

Media Sources – Various forms of mass communication such as television, radio, magazines, newspapers and internet



HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT

LEARNING ABOUT MY BODY



Children's future health and well-being are directly related to the development and strengthening of their gross and fine motor muscles. Children must have opportunities to experience active indoor and outdoor play in which they can use their bodies to explore the environment while acquiring muscle control, balance, coordination, strength, eye-hand coordination and other related skills. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.

GET UP AND MOVE!



Obesity is a growing concern even for very young children. Research indicates that even young toddlers are eating inappropriate foods with too many calories. Early childhood programs have a unique opportunity to influence children's healthy eating and physical activity habits. Teachers need to plan adequate opportunities for children to exercise and engage in outdoor play, weather permitting. Including active movement games and songs as part of the indoor routine can also extend the amount of time children are exercising each day. Providers must carefully plan menus that offer healthy foods and limit snacks and extras, like dessert, to nutritionally-appropriate selections. Teachers who work with their program administrators and their families to introduce and sustain good healthy choices and habits influence children's ongoing development and school success.



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STANDARD 10.1-3: HEALTH AND SAFE PRACTICES

THIS STANDARD HAS BEEN COMBINED BUT IS ALIGNED TO THE GRADES 3-12 STANDARDS 10.1 AND 10.3.

BIG IDEA: Children need to be able to make healthy choices physically and nutritionally. Children's ability to learn is dependent on healthy habits including good nutrition, physical activity and safe practices. Teachers need to model, demonstrate, instruct, and provide opportunities on ways to make good decisions about their health, wellness, and physical development.

ESSENTIAL QUESTION: Can I begin to locate body parts? Can I practice health and safety routines? Can I make food choices?

10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Attempt or complete basic hygiene practices with adult support • Recognize basic health care workers in books, pictures or photographs 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Attempt hygiene routines independently • Name people who keep us healthy
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Use tissue to wipe nose • Wash hands with adult help • Attempt to pull up pants • Point to doctor in story and say, "doctor" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Wash hands with assistance, attempt independent toileting, begin to brush teeth with assistance, use tissues to wipe nose • Identify doctor and nurse in pictures or when playing
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities in daily schedule to practice hygiene routines (washing hands, tooth brushing, flossing teeth) • Create opportunities to explore healthy practices through play (doll/toy washing) • Give child time to accomplish hygiene routines independently before stepping in to assist • Describe health care workers and how they keep us healthy • Talk about the importance of healthy and safe practices, such as "apples taste so good and they help build our muscles so we can run and play" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing or handwriting • Provide props in learning centers to explore hygiene practices through play, such as washing dishes, doing laundry or cooking • Provide books and games focusing on good hygiene • Discuss doctors, nurses and dentists • Provide pictures, puppets and puzzles depicting health care worker

CONTINUED...

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES *continued*

10.1-3.2 BODY AWARENESS

STANDARD STATEMENT

- Point or touch basic body parts when named by adult

EXEMPLARS (EXAMPLES)

The learner will:

- Touch or move fingers, hands, toes, feet and head when asked where those body parts are located

SUPPORTIVE PRACTICES

The adult will:

- Move and name fingers, hands, toes, feet and head when changing diaper or washing hands

STANDARD STATEMENT

- Find basic body parts when asked
- Name basic body parts

EXEMPLARS (EXAMPLES)

The learner will:

- Point to fingers, toes, hands, feet, head and tummy when asked to locate on own body
- Point to fingers, toes, hands, feet, head or tummy when asked to locate on doll or in picture
- Can tell adult, "nose" or "mouth" when asked, "what's this?"

SUPPORTIVE PRACTICES

The adult will:

- Point out fingers and hands during fingerplays and songs with motions
- Identify fingers, hands, toes and feet when changing diaper or washing hands
- Tickle tummy and call it by name
- Play body part naming games such as Hokey Pokey
- Ask child to identify body parts on dolls during play
- Play body awareness games such as "this little piggy"

STANDARD STATEMENT

- Move basic body parts when asked
- Identify additional body parts

EXEMPLARS (EXAMPLES)

The learner will:

- Follow basic directions in a movement song, such as shake your feet or wiggle your arms
- Point to additional body parts such as elbow, ankle
- Participate in finger plays where children move fingers or hands, such as "Where is Thumbkin?"

SUPPORTIVE PRACTICES

The adult will:

- Point out fingers and hands during fingerplays and songs with motions
- Move fingers, hands, toes and feet when changing diaper or washing hands
- Tickle tummy and call it by name
- Play *Simon Says* or *Follow the Leader* game indicating body parts such as "bend your elbow"

10.1-3.3 SAFE PRACTICES

EMERGING



STANDARD STATEMENT

- Cooperate with basic safety practices

EXEMPLARS (EXAMPLES)

The learner will:

- Pick up toys when asked
- Hold adult hand when crossing street
- Try to follow basic safety directions when given

SUPPORTIVE PRACTICES

The adult will:

- Provide verbal guidance and physical support, such as "nice touches or "walk"
- Give clear directions about playing and working in a safe way
- Hold hand when crossing street
- Model and practice putting away toys, such as providing labels to identify where toys belong

STANDARD STATEMENT

- Use basic safety practices
- Name people who keep us safe

EXEMPLARS (EXAMPLES)

The learner will:

- Manage own behavior with guidance
- Follow basic safety directions
- Seek support when trying something new or meeting new people
- Identify fire fighters and police officers through play or in picture

SUPPORTIVE PRACTICES

The adult will:

- Review and reinforce safety rules for classroom and playground
- Provide community workers props for dramatic play, such as boots, fire fighter hats and hoses
- Engage children in cleaning up and putting away toys and belongings, using labels on shelves to help identify where they belong
- Read and discuss books about safety workers and safe practices

EMERGING

I know of no other manner
of dealing with great tasks,
then as play.

—Albert Schweitzer

EMERGING**STANDARD STATEMENT**

- Select from healthy food choices

EXEMPLARS (EXAMPLES)

The learner will:

- Try new foods
- Choose between food options
- Show preferences

SUPPORTIVE PRACTICES

The adult will:

- Model healthy eating while sitting with child at the table
- Provide a choice of two or more nutritional foods
- Allow toddlers to choose options



STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration.

ESSENTIAL QUESTIONS: Can I regularly demonstrate a variety of large motor movements? Can I show coordination of muscles as I engage in play?

10.4.1 CONTROL AND COORDINATION

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> Develop control of head and back, progressing to arms and legs 	STANDARD STATEMENT <ul style="list-style-type: none"> Control and coordinate movement of arms, legs and neck 	STANDARD STATEMENT <ul style="list-style-type: none"> Combine and coordinate arm and leg movements when engaged in activity
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use body to move, such as creep and crawl Roll from tummy to back and vice versa Stand and move, using furniture as support Take walking steps, with adult assistance Roll a ball while sitting 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Walk with increasing coordination and balance Throw a toy, ball or stuffed animal in a forward motion Kick ball short distances Begin to run, awkwardly Climb or crawl in and out of things Stretch, kick, lift and extend arms and legs Move push or pull toys around the environment 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Attempt to throw an object using an underhand toss Attempt to catch a ball that is thrown before it hits the ground Straddle a riding toy like a Kiddie car and use feet to make it move Run with increasing speed and skill Attempt to jump, using two feet Climb a short ladder with assistance Crawl through a small tunnel
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide ample tummy time for young infants to develop head and neck Use colorful socks to encourage exploration of feet Provide safe environment where infants can crawl and creep safely Provide time for children to sit in high chairs or strollers, taking care to monitor the length of time they are seated in any one location Move infants' limbs while diapering Monitor furniture for safe and sharp edges and design Call to children from a short distance to encourage them to crawl or take walking steps Provide support while children are learning to walk, such as furniture they can hang on or your hands 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Locate toys for child to discover when standing or seated Provide plenty of outside time for children to practice large muscle control activities Provide balls or bean bags for throwing and catching practice Engage children in running practice Provide simple wheel toys for children to push or pull Offer opportunities for climbing 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide balls and beanbags with targets such as baskets for children to practice throwing Use large balls to practice catching with toddlers Provide daily outdoor play as weather permits Include low swings and climbers as part of outdoor play equipment Provide riding toys and basic bikes for children to ride, push or pull Set up safe and simple obstacle courses or opportunities for children to crawl through tunnels or climb over soft equipment Introduce simple relay races, asking children to run or hop or fly like birds

STANDARD STATEMENT

- Exhibit strength and balance in stationary body movements

EXEMPLARS (EXAMPLES)

The learner will:

- Hold self in sitting position for short time
- Move arms and legs forcefully when lying down or seated
- Stand with support

SUPPORTIVE PRACTICES

The adult will:

- Use “Boppy” pillows to help support child
- Hold hands against the soles of infants’ feet to provide a base
- Hang toys where infants can swat them using arms and hands
- Hold infant under arms or around waist when practicing standing

STANDARD STATEMENT

- Exhibit balance and strength when moving from place to place

EXEMPLARS (EXAMPLES)

The learner will:

- Pull to standing using table or chair
- Walk with one foot in front of the other
- Use steps with adult assistance
- Bend or squat to pick up an object from the floor and return to standing without support
- Climb from the floor onto the sofa or other low furniture
- Run or hop to music
- Move arms and legs to show excitement

SUPPORTIVE PRACTICES

The adult will:

- Provide stable furniture for young children to pull up on. Cover corners of tables and other sharp edges
- Hold child’s hands while trying to walk
- Provide support for children on small sets of stairs (2–3)
- Provide mats at different levels for children to practice walking up and down with assistance
- Play music for young toddler that encourages movement of limbs
- Have young toddlers imitate up and down movements to music
- Provide close supervision as young toddlers explore their environment

STANDARD STATEMENT

- Demonstrate strength and stamina when performing gross motor activities
- Engage in active play with a goal in mind

EXEMPLARS (EXAMPLES)

The learner will:

- Use two feet per step method to walk up and down stairs
- Jump with both feet leaving the ground at the same time
- Balance on one foot with assistance of furniture or adult hand
- Stand for a brief time on tip toes
- Join in games such as Follow the Leader or Ring Around the Rosy
- Climb on a chair or step stool to reach an object
- Climb a small jungle gym
- Kick at a large ball that is stationary or rolled toward toddler

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities for toddlers to practice climbing up and down stairs with assistance
- Encourage jumping up as high as possible
- Place lines on the floor for children to jump on
- Model how to stand on one foot
- Model how to stand on tip toes
- Play movement songs like The Grand Old Duke of York that require toddlers to get on tiptoes
- Play movement games with simple up, down or other movements
- Provide leveled mats or short ladders for children to practice climbing
- Provide supervision as children climb ladders and jungle gyms
- Provide a variety of balls for kicking
- Provide daily outdoor play as weather permits

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

BIG IDEA: Fine motor practice helps children develop eye–hand coordination, strength and controlled use of tools.

ESSENTIAL QUESTIONS: How do I use my hands to develop self–help skills? How do I develop eye–hand coordination? How well do I control my fine muscle movements?

10.5.1 STRENGTH, COORDINATION AND MUSCLE CONTROL	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> • Use hands to accomplish actions • Hold object in one hand while reaching for another • Transfer objects from hand to hand • Use pincer grasp to pick up objects 	STANDARD STATEMENT <ul style="list-style-type: none"> • Twist the wrist to turn hands • Pick up two small toys in one hand • Hold an object in one hand and manipulate it with the other hand • Imitate motions of basic finger plays • Fit small pieces together 	STANDARD STATEMENT <ul style="list-style-type: none"> • Twist the wrist to accomplish a task • Refine grasp to manipulate tools and objects • Use thumb and forefinger to put pegs in holes with accuracy • Perform motions of simple finger plays • Put together simple puzzles by turning pieces to find the right fit
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Briefly hold or shake a rattle placed in the hand • Scoop up objects as if wearing a mitten • Move toy or rattle from hand to hand • Pick up and drop toy or food over the edge of high chair tray • Pick up small objects, such as cheerios, banana slices or small toys 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Manipulate door knobs, wind up toys, twist tops, and screw lids. • Wind a music box • Pick up more than one object in the same hand • Hold objects without dropping • Spin the blades of a toy helicopter • Brush a doll's hair • Participate in finger plays with simple motions such as rain falling or the sun rising • Connect beads, trains or blocks together 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Attempt to snap, Velcro or button clothing • Fold blankets or paper without accuracy • Roll and play with play dough • String large beads, using one hand to slide the bead on while the other holds the string • Align pegs with holes • Pound objects with intent and precision • Perform simple finger plays • Complete simple puzzles • Hold pencil or crayon
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Ensure objects are larger than 1.5 inches in diameter. If the object fits inside a toilet paper tube, the object is not safe for infants • Provide a variety of rattles and objects • Provide a variety of size appropriate objects to pick up 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide materials that require different hand and finger movements for toddlers to manipulate • Provide safely sized objects for children to sort and gather • Model how to hold an object such as a doll while feeding or brushing the hair of the doll • Use fingerplays on a daily basis • Provide linking objects for children to connect 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide dolls or doll forms with snaps, Velcro and buttons • Provide a variety of art materials • Provide toddlers with large beads with shoelaces or lacing cards • Provide playdough, rolling pins, and cookie cutters • Provide materials that require different hand and finger movements for toddlers to manipulate • Provide pegs, pegboards, and wooden hammers • Use fingerplays daily • Provide puzzles with assorted pieces

STANDARD STATEMENT

- Pick up food and put it in mouth
- Attempt to turn pages of a board book using thumb and fingertips

EXEMPLARS (EXAMPLES)

The learner will:

- Pick up small pieces of fruit from tray and put in mouth
- Turn pages of board book while adult holds the book

SUPPORTIVE PRACTICES

The adult will:

- Cut food into finger size pieces
- Prompt infant to turn the page while readings

STANDARD STATEMENT

- Stack toys and blocks
- Drop beads into container and dump out
- Turn pages of a board book and point to pictures

EXEMPLARS (EXAMPLES)

The learner will:

- Place one block on top of another.
- Use nesting toys and place one inside another
- Stack 2-4 blocks or objects
- Drop wooden or plastic beads or shapes into a container before dumping out and starting over
- Lift and turn pages of board book without help
- Point to pictures when asked

SUPPORTIVE PRACTICES

The adult will:

- Provide blocks for children to stack
- Provide an assortment of different sized plastic containers for stacking/nesting toys
- Provide wooden or plastic beads and shapes with containers for collecting and dumping
- Provide children with board books
- Model turning pages
- Ask children to point to items on pages

STANDARD STATEMENT

- Build simple structures using small blocks
- Manipulate the pieces of a puzzle
- Pour, fill and dump
- Write or draw on paper using crayon or pencil
- Hold book with one hand while turning pages with the other

EXEMPLARS (EXAMPLES)

The learner will:

- Put together duplos or stack small blocks into a tower
- Pour sand or water from one container to another
- Turn pages of paper books
- Draw a simple picture
- Move a puzzle piece until it fits in a correct location

SUPPORTIVE PRACTICES

The adult will:

- Provide a variety of blocks for stacking
- Include a variety of puzzles and other toys that require controlled hand movements to fit them together
- Provide books for children's independent use
- Offer art materials for children to draw, paint or write



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STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

10.5.3 USE OF TOOLS

STANDARD STATEMENT

- Manipulate basic utensils

EXEMPLARS (EXAMPLES)

The learner will:

- Hold spoon by handle and bang on high chair or pots
- Attempt to use utensil to feed self
- Hold crayon and make marks on paper

SUPPORTIVE PRACTICES

The adult will:

- Provide pots, pans and spoons for play
- Provide utensils for feeding
- Provide large, chunky crayons and paper while child is seated

STANDARD STATEMENT

- Use writing or drawing tool with limited coordination
- Use spoon and fork for eating

EXEMPLARS (EXAMPLES)

The learner will:

- Hold a large crayon in a fist and use the tip to make marks on paper
- Place a spoon into the mouth right side up so that food usually does not spill

SUPPORTIVE PRACTICES

The adult will:

- Provide young toddlers with age-appropriate writing utensils, such as chunky crayons or large pencils
- Provide child-sized eating utensils

STANDARD STATEMENT

- Use writing or drawing tool with refined skill
- Use basic household or classroom tools

EXEMPLARS (EXAMPLES)

The learner will:

- Use pencil or crayon to make recognizable shapes, lines or dots
- Paint on paper using a fat paint brush
- Manipulate a spoon or fork so that food does not usually spill
- Use safety scissors to make simple snips or cuts
- Use age appropriate hammer to pound
- Wipe table with cloth after eating
- Roll play dough to make a ball or snake

SUPPORTIVE PRACTICES

The adult will:

- Provide toddlers with age-appropriate writing instruments, such as chunky crayons, pencils or washable markers
- Provide basic tools to use with play dough, such as rolling pin or plastic cookie cutter shapes
- Engage children in clean-up activities where they can use a cloth or sponge to wipe up a spill or clean the table
- Offer age appropriate tools such as hammers for pounding or screwdrivers
- Introduce scissors, providing adult supervision and guidance for their use



HEALTH, WELLNESS & PHYSICAL DEVELOPMENT GLOSSARY

Agility – A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy

Balance – A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

Coordination – A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately

Developmental Differences – Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners' developmental status will affect their ability to learn or improve

Developmentally Appropriate – Motor skill development and change that occur in an orderly, sequential fashion and are age and experience related

Directions – Forward, backward, left, right, up, down

Flexibility – A health-related component of physical fitness that relates to the range of motion available at a joint

Food Guide Pyramid – A visual tool used to help people plan healthy diets according to the Dietary Guidelines for America

Health – A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity

Health Education – Planned, sequential K-12 program of curricula and instruction that helps students develop knowledge, attitudes and skills related to the physical, mental, emotional and social dimensions of health

Locomotor Movement – Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop

Motor Skills – Non-fitness abilities that improve with practice and relate to one's ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball)

Movement Skills – Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities

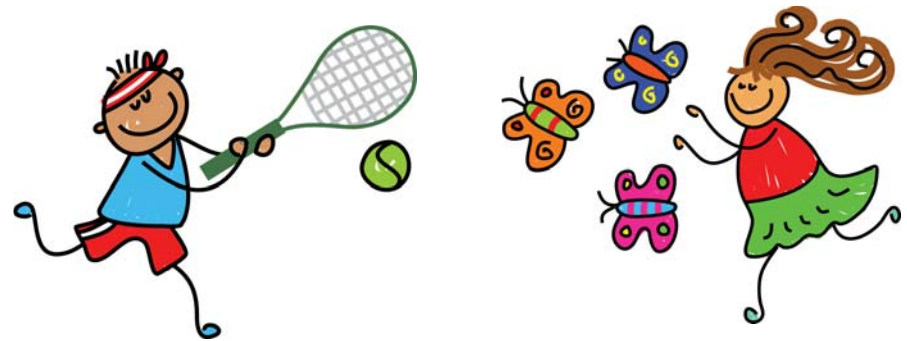
Nonlocomotor Movement – Movements that do not produce physical displacement of the body

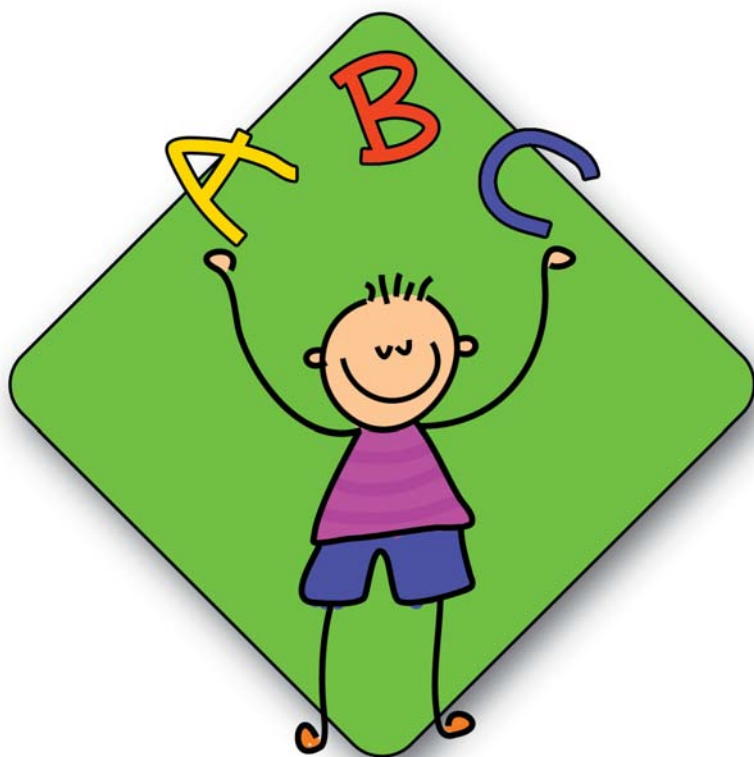
Physical Activity – Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure

Physical Education – Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life

Physical Fitness – A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness

Safety Education – Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury





LANGUAGE AND LITERACY DEVELOPMENT

EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes. Children should be exposed to a variety of books to acquire new information and for personal fulfillment. Children apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text. Children draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning and their word identification strategies. Children vary their use of the spoken and written language to communicate effectively with others. One of the first building blocks of reading is phonemic awareness; this is one of the best predictors of early reading achievement. Children should be developing this awareness in the early years by listening to rhyming stories and songs and engaging in word play activities.

INCLUSIVE CLASSROOMS

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying classroom experiences alongside their typically developing peers. Teachers, specialists, and families must work together to understand all children's unique needs while adapting teaching strategies, materials and/or environment to assure that every child can learn and develop to his/her highest potential. Adults must celebrate all children's accomplishments and appreciate what children can learn and do.


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STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

BIG IDEA: Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes

ESSENTIAL QUESTION: Can I find a text when asked? Can I name some letters in my name? How do I increase my speaking vocabulary? Can I respond to show I understand? Can I participate in fluency activities?

1.1.1 PURPOSES FOR READING

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern and contrast 	STANDARD STATEMENT <ul style="list-style-type: none"> Show a preference for favorite books or pages Demonstrate beginning book-handling skills 	STANDARD STATEMENT <ul style="list-style-type: none"> Independently seek books to read during free play Point to pictures or objects in books when asked
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Gaze, babble, pat and point at books or photos Attend to pictures in a book during lap-reading with an adult 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Choose favorite book from collection of books Point to or frequently turn to favorite parts of a book Search for specific picture in book when asked Request adult to read 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Choose favorite books from collection of books Answer simple questions related to specific pages in book Find his favorite cereal by the picture on the box Use the stop sign in play with his cars and block building Try to put toys away in correctly labeled bins or shelves
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a variety of cloth and sturdy cardboard books for exploration Engage children in lap-reading daily, showing and describing the pictures 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide sturdy books for children to use independently through the daily routine Ask questions about the pictures when reading with a child Read quality books to children independently or in small groups Model book reading 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about some of the signs adults need to know when driving or playing Label the places where toys belong with simple signs that also have pictures cut from catalogues Read to children at least once a day Talk to children about story plots or characteristics Ask children questions about the story and pictures within

CONTINUED...

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY continued**1.1.2 WORD RECOGNITION SKILLS****EMERGING**

Through the picture I see reality.
Through the word, I understand it.

—Sven Lidman

EMERGING**STANDARD STATEMENT**

- Identify some letters in own name
- Recognize symbols and logos in the environment

EXEMPLARS (EXAMPLES)

The learner will:

- Name some of the letters in own name
- Recognize the school's logo or name or the logo from a familiar restaurant
- Pretend to read aloud to others and self

SUPPORTIVE PRACTICES

The adult will:

- Read books daily
- Use new vocabulary and ask questions to extend understanding of words
- Name letters when using them

1.1.3 VOCABULARY DEVELOPMENT**STANDARD STATEMENT**

- Communicate with gestures, sounds or baby talk
- Use a few simple words to indicate family members or familiar objects
- Babble, making word-like sounds

EXEMPLARS (EXAMPLES)

The learner will:

- Look at or move toward named person or object
- Repeat sounds initiated by adult
- Name mama, dada

SUPPORTIVE PRACTICES

The adult will:

- Name objects when reading with child, introducing new words and objects
- Listen and respond to children's babble and attempts to say words
- Respond to infant's gestures and nonverbal signals

STANDARD STATEMENT

- Begin to speak in 2-word sentences lacking sentence structure
- Use a subject and verb
- Ask questions about a story that is being read
- Understand about 200 words and use about 50 in everyday speech

EXEMPLARS (EXAMPLES)

The learner will:

- Use short phrases such as "mommy go"
- Ask an adult about the bear in a story or about a new building that is being constructed while on a walk
- Name an object while playing with it, such as "block"

SUPPORTIVE PRACTICES

The adult will:

- Label objects and people
- Pause before ending a phrase in a song or story to allow child to say the next word
- Use words and gestures that correspond, such as moving the arms up high while saying "so big"
- Name new objects or events, repeating often to help children acquire the word or phrase

STANDARD STATEMENT

- Use simple sentences with appropriate grammatical structure
- Understand as many as 900 words and use about 300 in everyday speech
- Carry on a conversation
- Speak in understandable words
- Use some personal pronouns

EXEMPLARS (EXAMPLES)

The learner will:

- Describe characteristics of objects or materials, such as "this feels soft"
- Use prepositions, such as "the money is inside the purse"
- Use identifiable words to describe pictures
- Refer to self and surroundings by name
- Repeat new words

SUPPORTIVE PRACTICES

The adult will:

- Discuss words and meanings of words in daily use
- Use descriptive language
- Introduce new words on a regular basis
- Engage in conversation with each learner
- Name objects and describe actions in books

EMERGING**STANDARD STATEMENT**

- Attend to a picture or section of a book when reading with an adult
- Answer simple questions about a story

EXEMPLARS (EXAMPLES)

The learner will:

- Point to picture in a book when asked by adult
- Answer a question about a book, such as "What is the little girl wearing?"

SUPPORTIVE PRACTICES

The adult will:

- Ask simple questions about obvious detail
- Describe pictures to the young learner when you read
- Respond to a learner who demonstrates interest in a book by reading aloud
- Describe actions when sharing books
- Read same book repeatedly, pointing out pictures, characters and action
- Repeat simple rhymes, songs and finger plays with adult support
- Choose sort, simple books that captures children's interests

STANDARD STATEMENT

- Respond to questions about a story
- Enact action word when asked
- Identify characters in story
- Make real-world connections between pictures and environment
- Relate story to personal experiences when asked

EXEMPLARS (EXAMPLES)

The learner will:

- Respond to action in a story, such as jump when characters jump
- Name some of the characters in the story
- Ask and answer questions about the story such as who, where, what, why
- Share how the story is similar to own life experiences

SUPPORTIVE PRACTICES

The adult will:

- Read at least once every day
- Ask questions related to stories, such as content and illustrations or "what comes next?"
- Sequence story events
- Engage learners in recreating familiar stories and tales
- Assist learners in making connections in stories
- Read same story repeatedly, checking for comprehension by asking questions

STANDARD 1.2: READING CRITICALLY IN ALL CONTENT AREAS

BIG IDEA: Children understand and respond to a wide variety of text.

ESSENTIAL QUESTION: Can I identify some characters and events in a story? Can I hold a book correctly? Can I guess what will happen next?

1.2.1 TEXT ANALYSIS AND EVALUATION	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> <p>Our greatest natural resource is our children. —Walt Disney</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Select a favorite book to read 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify a book by its cover Identify main character Recall an event from a story Make an “I like” statement about a favorite book or story
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask adult to read a favorite book Look at favorites repeatedly Comment on specific events or characters from a book Point to specific character or object in a story Respond to what might happen next 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Recognize and select a book by its cover or title Name main character in the story Name one event in a story Talk about what the story is about
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of sturdy books for exploration Ask child to identify characters or objects in books Talk about what happened before or after a page an event 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask questions about the book, such as “why did Billy pick the apple?” Point out letters or sounds within a story
1.2.2 TEXT ORGANIZATION	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show interest in books or photos <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold a book in hands Mouth books <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model book handling Help child hold book while reading Use book handling terms while reading, such as “let’s see what’s inside” or “look at the cover of this book” 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate book handling skills <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold book in two hands and turn pages, one at a time Pick up a book and turn it until the cover faces the cover <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model appropriate book handling skills Introduce books to children, talking about cover, author or the character Give children the opportunity to turn pages, one at a time Orient books, talking about how print goes from left to right, reading from top to bottom

STANDARD 1.3: READING, ANALYZING, AND INTERPRETING LITERATURE: FICTION AND NON-FICTION

BIG IDEA: Children understand and respond to works of literature.

ESSENTIAL QUESTION: Can I recognize familiar characters?

1.3.3 LITERARY ELEMENTS	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING	EMERGING	STANDARD STATEMENT • Recognize pictures of familiar characters in book
			EXEMPLARS (EXAMPLES) The learner will: • Name characters
			SUPPORTIVE PRACTICES The adult will: • Talk about illustrations • Ask open ended questions about illustrations

STANDARD 1.4: TYPES OF WRITING

BIG IDEA: Children write for different purposes and audiences.

ESSENTIAL QUESTION: Can I tell a story?

1.4.1 NARRATIVE	INFANT	YOUNG TODDLER	OLDER TODDLER
	EMERGING Every child is gifted; some just open their packages at different times. —Bob Livingston	EMERGING	STANDARD STATEMENT • Tell a story about a picture • Describe how something works
			EXEMPLARS (EXAMPLES) The learner will: • Tell a make-believe story • Describe the shapes in a drawn picture, such as “this is the dog and here’s her doghouse” • Finish a familiar story when adult pauses • Use descriptive phrases, such as “big dog” or “pretty shirt”
			SUPPORTIVE PRACTICES The adult will: • Relate stories that have real and make believe events • Ask questions about what is happening in a story • Ask children to describe their paintings or drawings

STANDARD 1.5 QUALITY OF WRITING

BIG IDEA: Children write for different purposes and audiences.

ESSENTIAL QUESTION: Can I talk about pictures? How do I practice pre-writing skills?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.5.2 CONTENT	EMERGING	EMERGING	STANDARD STATEMENT • Notice details in an illustration or picture
			EXEMPLARS (EXAMPLES) The learner will: • Describe the details about a picture in a book, such as “he’s running to get that ball” • Find name on printed material or cards • Make marks on paper to reproduce name • Use scribble marks to represent a description of a drawing
			SUPPORTIVE PRACTICES The adult will: • Talk about the meaning of pictures in a book, such as “what do you think this picture is telling us about Jimmy?” • Post each child’s written name throughout the classroom • Point out environmental print in writing
1.5.6 CONVENTION	EMERGING I cannot teach anything, I can only make them think. —Socrates	EMERGING	STANDARD STATEMENT • Choose from a variety of writing tools and surfaces during play • Engage in tactual experiences creating letters and other forms
			EXEMPLARS (EXAMPLES) The learner will: • Select markers, crayons, paints, chalk, pencils to draw and write • Trace or create letters and other shapes using tactile materials such as sand, sandpaper, glue, foam and playdoh
			SUPPORTIVE PRACTICES The adult will: • Provide a variety of materials for writing • Model conventional writing

STANDARD 1.6: SPEAKING AND LISTENING

BIG IDEA: Children communicate in many different ways to acquire wants and needs, to share their ideas, and listen to others

ESSENTIAL QUESTION: How do I use speaking and listening skills in everyday life?

1.6.1 LISTENING SKILLS	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Respond to adult verbalizations that indicate understanding of what is being said Respond to repeated words or phrases Connect voice to specific person Follow simple direction 	STANDARD STATEMENT <ul style="list-style-type: none"> Focus attention on speaker and attempt to imitate speech Respond to adults' requests showing understanding of what is being asked Follow a one-step simple direction Understand descriptions of activities or events 	STANDARD STATEMENT <ul style="list-style-type: none"> Demonstrate understanding of position words Demonstrate understanding the sequence of time and events Follow 2-step directions
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Turn head, look at the face and eyes when an adult speaks or show expression Respond to "bye-bye" or "naptime" Look at phone when it rings Look at family member or caregiver and smile Point to a picture when asked Play pat-a-cake 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Listen and imitate words Point to the cat in a book when you say, "Where is the cat?" Answer a simple question with a nod of head Go to wash hands when caregiver says, "Get ready for lunch" Find a toy when asked to retrieve it 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Move arm or leg up, down, or over head Respond with understanding when adult says "we'll go outside after we eat" Follow the request to "pick up the crayon and put it in the bowl" Remember the events in a book previously read and notice if a section is omitted on a second-read
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk to infant throughout the day describing actions and new sounds or experiences Use words or phrases over and over to increase language learning Engage baby in social games, such as Pat A Cake or This Little Piggy Respond to baby's babbles 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask open-ended questions Ask simple questions that offer children a choice Name objects and actions, introducing new words often Praise the learner when directions are followed 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read and re-read books to enhance understanding and vocabulary development Provide opportunities to re-tell stories or parts of a story Ask questions about books or stories

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STANDARD 1.6: SPEAKING AND LISTENING continued**1.6.2 SPEAKING SKILLS****STANDARD STATEMENT**

- Babble and begin to use single words

EXEMPLARS (EXAMPLES)**The learner will:**

- Use voice to express happiness or unhappiness
- Babble using strings of consonant sounds and sounds and rhythms of his native language
- Actively imitate the sounds of speech

SUPPORTIVE PRACTICES**The adult will:**

- Follow infant's lead and use his sounds in real words, phrases and sentences
- Speak to infant in native language

STANDARD STATEMENT

- Use 1-2 words to communicate

EXEMPLARS (EXAMPLES)**The learner will:**

- Use simple words to indicate wants or need such as juice or up
- Use simple gestures
- Use inflection when babbling or speaking
- Use exclamation, such as "Oh Oh" when dropping something

SUPPORTIVE PRACTICES**The adult will:**

- Change pitch, tone and inflections when talking, singing or reading
- Support toddlers' attempts at speech
- Respond to nonverbal communication by using descriptive words

STANDARD STATEMENT

- Share experiences using simple 2-3 word combinations
- Speak to be understood by a familiar adult
- Participate in group rhymes and songs using a few words
- Ask "why" questions repeatedly

EXEMPLARS (EXAMPLES)**The learner will:**

- Use words to express ideas and respond to others
- Use pronouns more frequently
- Use appropriate volume and words for a familiar adult to understand
- Use some words in group recitation or singing
- Begin to use the "Where", "What" and "Why" question forms

SUPPORTIVE PRACTICES**The adult will:**

- Model appropriate grammar
- Ask open ended questions
- Praise and encourage efforts
- Model appropriate speaking voice
- Repeat learners' words

1.6.3 DISCUSSION**EMERGING****STANDARD STATEMENT**

- Communicate using consistent sounds, words and gestures

EXEMPLARS (EXAMPLES)**The learner will:**

- Try to say basketball by stringing together "ba-kih-ba" when prompted
- Use single words such as no and by appropriately
- Start to put words together in phrases such as, "ma-, bye bye"
- Shake his head yes when asked "are you ready to go outside?"

SUPPORTIVE PRACTICES**The adult will:**

- Speak to young learner in clear adult language avoiding most baby talk
- Get down on the floor or at eye level when conversing
- Repeat and extend words and phrases used by young learner

STANDARD STATEMENT

- Enjoy conversing with others
- Ask "why" as a way to continue conversation

EXEMPLARS (EXAMPLES)**The learner will:**

- Talk to another child about what happened at home the night before
- Talk with a friend about something that interests them at the art table
- Talk to stuffed animals or dolls
- Ask questions that prolong a conversation
- Show enjoyment when chatting with another

SUPPORTIVE PRACTICES**The adult will:**

- Engage children in conversation about feelings, past or future activities or classroom routines and events
- Provide opportunities for children to interact and converse with each other
- Ask open-ended questions that encourage discussion

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

BIG IDEA: Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes.

ESSENTIAL QUESTION: How do I communicate using wants and needs?

1.7.1 FORMAL AND INFORMAL LANGUAGE	INFANT	YOUNG TODDLER	OLDER TODDLER
	<p>EMERGING</p> <p>Attitude is one of a teacher's greatest tools in the classroom. If you're enthusiastic, your children will be too.</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants Repeat words heard in a foreign language
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use some words, crying, shouting or gestures to have needs met such as a drink, a blanket or to be held 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants Repeat words heard in a foreign language
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Support learners by using words to describe the object or need they are asking to have filled 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide words when children are unsure Expose learners to languages other than native language Encourage and support efforts to communicate in other languages

STANDARD 1.8: RESEARCH

BIG IDEA: Children gather information from a variety of sources to answer research questions

ESSENTIAL QUESTION: What can I learn from the resources in my environment?

1.8.1 INQUIRY-BASED PROCESS	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Ask questions about environmental observations, books that have been read or materials and activities Use the senses to investigate objects
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask about a new toy or object in the classroom, such as "how does that work" Shake or bang a new toy to find out how it works
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Introduce new materials into the classroom Model researching an answer to a question by looking in a book, such as "Let's see if we can find the answer in this book about cats"

LANGUAGE AND LITERACY DEVELOPMENT GLOSSARY

Alliteration – The repetition of initial consonant sounds in neighboring words

Antonym – A word that is the opposite of another word

Characterization – The method an author uses to reveal characters and their various personalities

Compare – Place together characters, situations or ideas to show common or differing features in literary selections.

Context Clues – Information from the reading that identifies a word or group of words

Concepts of Print – Print goes left to right; one to one match with voice to print, concept of first and last; concept of letter, word, sentence, space, letter order in words is important; different punctuations have meaning

Conventions of Language – Mechanics, usage and sentence completeness

Decoding – Analyzing text in order to identify and understand individual reading

Echo Reading – Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line

Emergent Literacy – One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy

Expressive Language – Being able to convey messages using words

Evaluate – Examine and judge carefully

Fine Motor – Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay, pinching clothespins

Fluency – The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading

Genre – A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry)

Guided Reading – Teachers work with students at their instructional level to guide them in using context, visual and structural cues

Homophone – One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode)

Language Experience – Reading own writing; teacher takes dictation from students or students do own writing. Use student's own words as reading material; an effective way to encourage self-expression and build awareness of the connections between oral and written language

Learning Styles – Visual (learn through seeing) needs to see the teacher's body language and facial expression to fully understand the content of the lesson

- Auditory (learn through listening) learns through lectures, discussion and listening and needs to talk things through
- Tactile/kinesthetic (learn through moving and touching) learns best through a hands-on approach actively exploring the physical world around them

Literary/Story Elements – The essential techniques used in literature (characterization, setting, plot, theme, problem, solution)

Literary Devices – Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration)

Multiple Intelligences – Howard Gardner's theory of intelligences

- Visual – spatial (ability to perceive the visual)
- Verbal-linguistic (ability to use words and language)

- Logical/mathematical (ability to use reason, logic and numbers)

- Bodily/kinesthetic (ability to control body movements and handle objects skillfully)

- Musical/rhythmic (ability to produce/appreciate music, sound, rhythm)

- Interpersonal (ability to relate and understand others; other people's feelings)

- Intrapersonal (ability to self-reflect and be aware of one's inner state of being; self awareness)

- Naturalist (ability to recognize, categorize and draw upon certain features of the environment)

Narrative – A story, actual or fictional, expressed orally or in writing

Onset – A sound in word that comes before the vowel

Phonemic Awareness – Ability to hear and identify parts of spoken language and auditorily divide into phonemes

Phoneme – A sound unit of speech

Phonics – A way of teaching reading that stresses sound symbol relationship; refers to the relationship between the letters and letter sounds of a language

Phonological Awareness – A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables and onsets and rimes

Picture Walk – A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story

Point of view – The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told

Print Awareness – Ability to understand how print works

Reading Awareness – Uses the language of literacy (top, bottom, same, different, etc.)

- Identifies the beginning, middle, and end of a story, with the main idea coming first and details added later
- Demonstrates awareness that language can be written down and read later
- Differentiates between pictures and words
- Shows curiosity about environmental print
- Differentiates between pictures and words

Reading critically – Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria

Receptive Language – Being able to receive and give meaning to message/words heard

Research – A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem

Rime – The part of a syllable that contains vowel and all that follows

Shared Reading – Teacher guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading or fill the gap reading)

Shared Writing – Teacher and learner work together to compose a message or story

Tone – The attitude of the author toward the audience and characters (serious or humorous)

Voice – The fluency, rhythm and liveliness in writing that make it unique to the writer



PARTNERSHIPS FOR LEARNING

FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

The school experience consists of much more than the academic content that teachers share with students every day. School success is also dependent on children's ability to learn, their interest in learning, and the connections between schools, community agencies and families that enable the child to learn in a way that supports his or her own learning style, needs and home experience. The partnership, links and connections that begin in the early childhood years between teachers and administrators and families, along with the other agencies in which a child or family interacts are critical to providing a holistic and seamless approach to children's learning. Schools and families should work together to share information about individualized learning plans and goals; assure positive transition to and from the current school setting; and identify and refer family members to other community agencies when appropriate.

WONDER AND DELIGHT!

Young children are curious, and from birth, they naturally seek out problems or questions to solve. They use their senses to explore materials and the environment and the search for answers to perceived problems or situations is motivational, holding their attention and creating their enthusiasm for learning. When classrooms or learning environments are structured to promote this curiosity or a sense of wonder and delight, they use instructional strategies that are based on inquiry. Inquiry is the active searching for knowledge and understanding of a specific idea and occurs most successfully when adults' intentionally create activities and experiences that allow children to use previously learned knowledge to understand new information. The adults' role during this active exploration is to scaffold children's thinking by asking "open-ended" questions that encourage problem solving and support children's imagination and story-telling. Open-ended questions or statements such as, "I wonder why that's painted blue" or "If you were Sally, what would you have done?" allow children to express their thoughts, think creatively and problem solve. They are a more successful choice to encourage learning and critical thinking than closed questions, such as "What color did you choose?" or "Did Sally make a good choice?" that typically result in short answers that don't ask or provide good insight into children's thinking.



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STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

BIG IDEA: The relationship between the family and school personnel is a critical foundation to children's success in school.

ESSENTIAL QUESTION: How do schools understand families' home lives, their values, and attitudes towards learning? How do schools incorporate family preferences and interests into the life of the classroom? How do schools assure that families are familiar with and accepting of school values, attitudes and philosophies?

20.1.1 INFORMATION EXCHANGE

STANDARD STATEMENT

- Offer on-site enrollment meeting where family can meet school personnel and observe the classroom where the child will be attending
- Share families' and school routines and any needed accommodations
- Provide and regularly review a Parent Handbook that outlines program expectations and operating details
- Offer parent-teacher school events that provide updates and give families opportunities to participate in school life
- Identify home culture, language, routines, etc. and how they might impact a child's adjustment to school
- Discuss schedules, events or past experiences that may impact a child's school experience
- Share instructional philosophies that help families understand the school structure

THE FAMILY AND SCHOOL TOGETHER

- Participate in introductory enrollment meetings that enable both family and school representatives to share values, attitudes, philosophies about learning along with unique details and needs of the child and family
- Provide a classroom tour for child and family where they can meet the teacher and play for a while
- Discuss families' needs for drop-off and pick-up, food allergies, napping procedures, potential language barriers or infant feeding schedules
- Hold a "Back to School" or Open House night
- Talk about a recent event such as a divorce or death, which may be impacting a child's behavior at school as a result and discuss ways to inform family about school adjustment
- Discuss child guidance and management strategies so both family and school understand the similarities and differences in approach
- Talk about previous group experiences and child's reaction – what might be expected on the first few days
- Ask questions to learn about the child's temperament
- Ask child to bring to school pictures of family members, home environment or other important home elements that might make the adjustment to a new school easier
- Support family's apprehensions during the first few weeks of school by calling them on the first day to describe child's adjustment or by inviting the family to stay with the child for increasingly shorter periods of time prior to drop off
- Formulate a survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading
- Talk about the classroom structure and how children learn through play
- Learn about who the child considers 'family' and how the family defines itself, including extended family members if relevant

STANDARD STATEMENT

- Identify family practices and traditions that should be included within the classroom
- Work with families to identify books, songs and finger plays, dances, foods, toys, etc. that should be included in the classroom or school environment; ask for donations
- Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly
- Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited
- Work with families to determine child's best classroom placement including when to transition from one to the next, personality types, etc.

THE FAMILY AND SCHOOL TOGETHER

- Identify ways to assure the child's positive and comforting entry into a new classroom setting, such as a picture in the cubby, a stuffed animal or blanket
- Encourage volunteers and program participation from cultural groups in the community such as foster grandparents or other multigenerational connections
- Determine if child may eat traditionally served foods, celebrate holidays, etc.
- Use family or culturally specific phrases or words to describe activities or materials
- Ask about family members, calling them by name, such as how is the newborn, how grandpa is doing after return home from hospital, etc.
- Add culturally-specific materials and experiences into the schedule and environment such as adding a wok to the cooking area, or counting in both English and Spanish during morning message
- Invite a family member to teach class a culturally-specific song or to provide the words to the song
- Display family pictures inside and outside the classroom
- Seek out community volunteers to share information about specific events or activities that are meaningful to children
- Invite family members to participate in classroom events, whenever possible
- Serve familiar cultural foods and introduce new traditional foods periodically – such as rigatoni with cheese or bagels and cream cheese
- Encourage children to show pride in family-specific beliefs or practices by showing interest and describing them to the class

STANDARD STATEMENT

- Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, culture barriers, etc.
- Regularly send home information about the child's growth and progress and adjustment to the school setting
- Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc. and learn if there are potential challenges for families, making accommodations as appropriate
- Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture
- Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school
- Where appropriate, complete home visit with family
- Support families' efforts to build the child-child or family-family connection

THE FAMILY AND SCHOOL TOGETHER

- Create videos, picture books and written schedules that depict the classroom daily routine and send home to families as requested
- Ask family members to identify successful accomplishments the child may have completed at home during the week and acknowledge them in school
- Provide connections between school and school activities such "We are learning about caterpillars and read The Very Hungry Caterpillar. Here's green paper and scissors for you to make a caterpillar at home"
- Take a picture of a child at school, such as sitting with a completed block structure or wiping the table after lunch, and send home to family or email it to family member, "Look what Tamika did today!"
- Disseminate newsletters that highlight key events in the life of the program and the classroom; identify key songs, books and recipes, and clarify a key program expectation
- Post the daily schedule in the parent information area for families to become familiar with the sequence of the day
- Regularly update classroom or program message boards to keep information current and fresh
- Create a classroom web page and provide family members with the link – include a bulletin board or question and answer section that is checked by classroom staff regularly
- Provide opportunities for families to meet each other and connect based on commonalities, such as "Miles' family lives in your neighborhood too" or "Sandy's mom just found out she's going to have a new baby also", being respectful of confidentiality

STANDARD 20.2: FAMILY ENGAGEMENT

BIG IDEA: Children's motivation to learn and succeed in school is impacted by family support and involvement in the life of the program.

ESSENTIAL QUESTION: How do families and schools work together to make decisions about the program? What kinds of school events and activities encourage family participation? How do we assure that information exchange is reciprocal?

20.2.1 SHARED GOVERNANCE OR DECISION-MAKING

STANDARD STATEMENT

- Implement a family-school annual review of program operation
- Develop and update annually a Parent Manual that details operational procedures
- Establish conflict resolution policies that identify procedures for complaints or suggestions
- Post regulations, program requirements, etc. in strategic locations within the school so family members can review it regularly
- Offer training to Advisory or Board on shared governance

THE FAMILY AND SCHOOL TOGETHER

- Invite family feedback from classroom observations and share summary of results
- Invite family members to participate in oral interviews about the program experience
- Create a Parent Handbook committee which includes staff, families and community members that annually reviews information and suggests updates as needed
- Develop a joint family-school committee that investigates new state, federal or local initiatives that may impact the school's operation and recommends next steps
- Identify a procedure which includes family members and staff to consider complaints and make recommendations for improvement
- Disseminate parent surveys or interviews to all or a percentage of the clientele which provides feedback about general program operation or about newly instituted policies
- Inform families of ways to share concerns or worries about school policy and develop a review process to handle issues
- Design a Governing Board or Advisory Committee whose members represent families, community agencies and school personnel
- Involve the families in program goal-development and strategic planning

20.2.2 SPECIAL EVENTS AND ACTIVITIES

STANDARD STATEMENT

- Learn families' interest and capacity for participation in specific events such as a holiday party, graduation event, etc.
- Offer family education events such as parenting classes, sign language, health and safety, etc that reflect families' interests and needs
- Incorporate unique cultural events or beliefs into classroom life

THE FAMILY AND SCHOOL TOGETHER

- Inform families about community cultural events that may be occurring at specific times of the year and determine if/how the event could be expanded into the classroom
- Ask a family to share information about a specific event, such as Chinese New Year, and help you design a related activity
- Within classrooms or programs, come to consensus about how holiday celebrations or birthdays should occur at school
- Create a family resource area that contains books, toys, informational pamphlets, etc that families can access
- Design parent education events that families can do together after work, such as Parents as Teachers workshops, or ways to transition children into kindergarten
- Offer parent nights or events at mutually-agreed upon times, including meals or babysitting when appropriate
- Seek feedback from families to design field trips or big classroom events that may be of particular interest to the children
- Ask families if they'd like to volunteer materials or information about specific cultural events
- Increase awareness by finding locations in the community that will allow children's work to be displayed, such as a library or town hall

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

BIG IDEA: Early childhood programs must work closely with families to support children's development and learning, both at school and at home.

ESSENTIAL QUESTION: How do families and school work together to identify children's skills, interests and long-term and short-term goals for learning? How do I understand families' at-home learning attitudes and strategies? How do I provide individualized and meaningful at-home learning connections to the school experience?

20.3.1 SCREENING AND ASSESSMENT

STANDARD STATEMENT

- Identify screening, assessment and referral processes that include families' involvement
- Utilize screening and assessment instruments that are aligned with the early learning standards
- Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families
- Be familiar with community agencies that provide additional screenings or assessments upon referral
- Provide information on child development and parenting that identifies age-appropriate skill development
- Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback
- Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, standardized checklists, etc.

THE FAMILY AND SCHOOL TOGETHER

- Assure families' understanding of the purpose of screening and prepare them for the process, including their input and shared-decisions about referrals when appropriate
- Share initial results of screening and assessment with the family in a way that enables family adults to understand the child's strengths and areas for focus
- Work with family to explain screening and assessment results and identify how they align with home experiences and observations
- Work together to identify referral agencies where needed and support families' contact with them
- Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations, periodically re-assessing and discussing until action is taken, if needed
- Collect and share portfolio items with families, asking for at-home contributions as well, that show children's growth and development of specific skills
- Provide information on child development that is written in easy-to-understand language

20.3.2 GOAL DEVELOPMENT

STANDARD STATEMENT

- Use assessment results to lay the framework for understanding individual children's strengths and areas of need
- Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention
- Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities
- Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed

THE FAMILY AND SCHOOL TOGETHER

- At the family-school meeting, both family and teaching adult share information about the child's interests and skills to facilitate joint planning of activities and goals
- Teaching adult shows family the continuum of learning development in the Key Areas of Learning and together they identify where the child falls on the continuum, next steps and whether it should be a specific area of instructional focus
- Family and teacher agree on key skills or attitudes for focus and accommodate each other's interests when appropriate. For example, the family changes math goal expectation from "counting to 100" to "counting to 20," based on learning standards or the teacher adds a math skill since it is important to family even though it wasn't identified in the assessment
- Teaching staff and family talk about ways each goal could be supported at home, identifying basic at-home routines that can be used to "teach", such as counting steps or sorting socks, and the types of intentional instruction that will occur at school
- Classroom personnel praise family interest and participation, helping them to see that they are the young child's primary teacher
- Participate in development and review of child's IFSP or IEP, working with the parent and intervention program to formulate appropriate expectations

CONTINUED...

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING continued**20.3.3 ONGOING PROGRESS REVIEW****STANDARD STATEMENT**

- Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development
- Classroom staff and families should participate in a minimum of two face to face conferences to discuss children's developmental progress and other pertinent updates
- Offer informal opportunities for family members to converse with classroom adults as needed about children's progress
- Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process

THE FAMILY AND SCHOOL TOGETHER

- Send home a brief note that identifies growth towards skill mastery such as, "Mary counted to 10 today during circle time!" Read comment to child so s/he feels excited about sharing the note with the family adults
- Schedule a fall and spring conference date, identifying with the family where the conference should occur either home or school, and accommodating families' unique schedules
- Offer notes to families (or other culturally appropriate communication strategies) that help families understand what's occurring in the classroom and how it could link to home, such as "We're going to work on gross motor skills this week with relay races, outside play, and a trip to the park. Take them to the park this week and watch how their skills have grown"
- Identify potential areas of concern for shared focus, "I noticed Sammy was trying really hard to hop on one foot, but was getting frustrated. Have you seen him do that at home? You may want to play some jumping and hopping games like we're doing at school"
- Develop strategies for sharing children's accomplishments. Ask family members to send samples of children's at-home work to school and post or send home classroom samples that help families notice progress
- Remind children how much they're grown, "Remember when you had trouble making the S in your name? Now, look at your name. You've got the S T and E. Way to go!"
- Identify the skills being learned in each activity, helping families to understand the role of play and active learning in the instructional process

20.3.4 COMMUNITY SUPPORTS**STANDARD STATEMENT**

- Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work
- Develop ongoing information-sharing processes with other agencies who work with families
- Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library
- Develop and honor confidentiality policies regarding information exchange
- Utilize community agency's suggestions to enhance classroom experiences for all children

THE FAMILY AND SCHOOL TOGETHER

- Tell families about special gym classes or music workshops when children show a specific interest or need in those areas, collecting and making available brochures
- Invite a gym instructor into the classroom regularly to help children develop coordination or balance
- Ask the local librarian to provide books and reading activities during an evening parent meeting
- Invite school district personnel to review kindergarten registration and attendance policies with outgoing preschool families
- Work with Early Intervention to assure referrals have been received and child will get evaluations or services as needed
- Incorporate specialists' ideas such as a speech therapist or behavioral therapist into the classroom practice to support all children, including the child with a special need
- Assure confidentiality statements and release of information approvals have been signed prior to information sharing

STANDARD 20.4: TRANSITION

BIG IDEA: Schools and families must work together to coordinate information exchange from one setting to another that will assure children's seamless learning experiences.

ESSENTIAL QUESTION: How do I create a seamless transition into and out of the program? What resources and materials do I make available for families to assure at-home learning links with school learning?

STANDARD STATEMENT

- Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success
- Identify welcome strategies that excite children and families about their upcoming, new experience
- Establish processes for communicating with sending schools or new classrooms, creating opportunities for information sharing
- Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing



THE FAMILY AND SCHOOL TOGETHER

- Provide incoming family forms to complete prior to the enrollment visit so they can gather the needed information
- Welcome incoming family by holding an enrollment meeting that reviews the daily schedule, program and classroom expectations, values and philosophies as well as pre-enrollment requirements such as physical, first tuition payment, etc.
- Prior to the child's attendance, learn about the child's interests and display toys or activities that may be especially appealing, display books about the first day of school, post pictures from home, and create activities that will capture the child's interests
- Develop a process for assessing children's readiness to move from one age group to another that includes parent feedback
- Create orientation books or manuals for both children and adults – "what to expect when you come to school"
- Invite family to visit at least once prior to the first full day, giving children time to meet the new teacher and play in the classroom; pair up a child who has been in program for a while with a new child
- With parent permission, communicate with sending school about child's past experiences, review screening and assessment results and other information that will support the child and family's move from one school to another
- Wherever possible, use some of the sending school's routines or materials, such as singing the clean-up song or displaying home-made books with pictures of sending school, to ease child's transition into the new situation
- Develop on-going classroom communication between both schools, such as encouraging children to write letters or draw pictures about their new experience and send to the sending school or create "pen pals" between sending and receiving schools
- What about something addressing moving children between age groupings – what info should be provided to parents?

CONTINUED...

STANDARD 20.4: TRANSITION continued**20.4.2 PROGRAM EXIT****STANDARD STATEMENT**

- Develop policies and procedures for transferring information about child's program participation to the next school location
- Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible
- Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school
- Set up information-sharing processes with receiving school to discuss child's goals, progress, interests, etc.

THE FAMILY AND SCHOOL TOGETHER

- Meet with receiving schools to identify commonalities between the schools' approaches and convey them to families so they will have some comfort with similar routines and activities
- Establish information-exchange processes between sending and receiving school that provide opportunities for teachers to share successful strategies for learning that will support the transition
- Provide the receiving school with materials or activities that can be used to offer familiarity and comfort during the transition, such as a "treasure hunt" activity or set of questions to answer in the new school or picture books of the sending school
- Display materials from the receiving school that children will recognize when they transition such as a picture book of the new school, classrooms and teachers; talk with children about what to expect
- Send child to new school with a portfolio of completed work – either to keep at home or to share with the school
- Arrange a time to visit child at new school or to call and talk with family after they have left the sending school atmosphere

20.4.3 COMMUNITY CONNECTIONS**STANDARD STATEMENT**

- Identify and include child's participation in other schools or programs on information that is sent to receiving school –in transition
- Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange
- Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early
- Assure the program's representation at county or community days
- Produce regularly-updated program brochures or promotional materials and distribute throughout the community
- Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs
- Offer early childhood professional development to other community agencies
- Invite community agencies to provide special seminars or workshops for families

THE FAMILY AND SCHOOL TOGETHER

- Develop a transition form that assures transfer of information from sending to receiving school
- Schedule meetings with Early Intervention providers, local Head Start agency, etc. to introduce your school and to discuss collaboration
- Invite local librarian to visit the school to present a story hour. Invite family members
- Hold a registration day where families can register children for kindergarten at your familiar location
- Use field trips to introduce children to nearby agencies and resources that may be tapped or invite community agency representatives to visit the school and read to children or work on activities with small groups
- Meet with local school district to review their strategies for use of the learning standards in their instruction and develop common grounds
- Post a display shelf of community agencies' brochures for family access or feature a community agency in the monthly newsletter
- Disseminate state resources such as Kindergarten, Here I Come, Kindergarten, Here I Am and Learning is Everywhere
- Participate in community events that allow school to stay updated on state and local events or create a booth/display for county events
- Join online state list serves to stay current (not everyone might know what these are, thus the clarification)
- Host joint meetings of schools, district, community agencies, etc. to network and talk about community needs
- Offer PQAS standards-based training to other community providers
- Disseminate agency newsletter to community agencies



SOCIAL AND EMOTIONAL DEVELOPMENT

LEARNING ABOUT MYSELF AND OTHERS



All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children’s social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children’s self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning and interacting with others.



TEMPERAMENT



Every human being has a unique way of looking and interacting with the world known as temperament. Some of us are reserved or shy; others are outgoing and make friends easily. Some of us enjoy learning new things and others are wary about trying new things or dealing with new situations. These temperament traits influence the way in which a child learns, interacts with others, and expresses himself. Adults need to adapt their teaching practices to match the individualized needs of children and consider how their own temperament affects the way in which important relationships with children are developed and maintained.

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STANDARD 25.1: SELF CONCEPT (IDENTITY)

BIG IDEA: Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.

ESSENTIAL QUESTIONS: How do I know what my preferences are? How do I develop a positive feeling about myself? How do I grow confident in myself and my abilities?

25.1.1 SELF-AWARENESS	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> • Cry or show pleasure or discontent when familiar adults come and go • Recognize self and in mirror 	STANDARD STATEMENT <ul style="list-style-type: none"> • Show preference for specific toys or objects • Show displeasure when unable to exert influence on events • Make simple choices • Demonstrate fear or anxiety to strangers or unfamiliar people • Show or express fear or dislike of previously accepted things or activities 	STANDARD STATEMENT <ul style="list-style-type: none"> • Use words that mean self when speaking, such as “me do it” or “I can” • Display possessiveness or jealousy towards others • Enjoy opportunities to try new activities or materials • Demonstrate strong preferences for people, toys and activities
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Wave arms or kick to acknowledge a familiar person • Cry when s/he hears a door bang or loud children • Repeats a sound or gesture that creates an effect • Smile when held to mirror • Cry when a familiar person moves away 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Take a toy from a teacher’s hand • Show preference for primary caregivers • Protest when does not want to do something,, such as arches back when doesn’t want to sit in chair • Recognize that adults respond to cues • Look to caregiver for recognition when completing a task • Explore environment, at first in close contact with caregiver and then farther away, as toddler matures • Resist ending an activity in which involved • Choose between the red or blue crayon when asked 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Cling to adult’s leg or hand when a new person approaches • Keep an eye on a stranger while continuing to play with toy • Refuse to allow an adult to help even though they cannot complete the task on their own • Push another child away to sit on an adult’s lap • Show interest in new materials that are available in a learning center • Respond to requests for action such as claps for a song • Experiment with own abilities by trying new activities and testing limits
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Comfort children when hearing loud noises • Arrange environment to assure children have quiet spaces and times • Hold child to mirror calling him/her by name, describing body parts 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Play with child, making eye contact, talking and gesturing • Watch for and support child’s nonverbal cues that indicate his/ her preferences • Narrate what child sees, hears, and does • Acknowledge children’s resistance to adult intervention or interference • Assure consistency of care by assigning the same caregiver or teacher every day • Continue to offer familiar experiences even when the child chooses not to play with it 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Comfort fearful children during new experiences, giving them time to acclimate • Give children time to adjust to new adults in the room • Gradually introduce a new teacher to a classroom before a familiar adult leaves • Hold or touch a child while paying attention to another one, acknowledging each one’s need for attention • Label children’s possessions and cubby with their names and/or symbols

STANDARD STATEMENT

- Use facial expressions to indicate emotions
- Express feelings through crying, smiling, laughing or cooing

EXEMPLARS (EXAMPLES)

The learner will:

- Smile or laugh at games like peek-a-boo
- Appear to relax or stop crying when comforted, or when spoken to softly or patted gently
- Turn face away from a new food s/he dislikes

SUPPORTIVE PRACTICES

The adult will:

- Describe feelings while holding or talking to child, "oh, you're so sad..."
- Acknowledge likes and dislikes without forcing children to try new things
- Cuddle or physically nurture infant in ways appropriate to their specific need or provide calming materials, such as stuffed animal or blanket
- Play with baby, smiling and cooing, waiting for him/her to respond in a similar fashion
- Model controlling own emotions or impulses

STANDARD STATEMENT

- Show joy, pleasure and excitement when new things are learned
- Demonstrate a beginning sense of humor when interacting with others
- Use body to demonstrate emotions

EXEMPLARS (EXAMPLES)

The learner will:

- Clap when happy or pout when sad
- Imitate others' emotional actions such as waving arms like mom when excited
- Stomp feet to show anger or frustration

SUPPORTIVE PRACTICES

The adult will:

- Use feeling words to label emotions that children are experiencing
- Remain with young learner during stressful situations to assist him/her in regulating emotions
- Be accepting of child's expressing of emotions
- Allow children to express both positive and negative feelings
- Smile and laugh when appropriate during interactions
- Name own emotions when interacting with toddler

STANDARD STATEMENT

- Express own ideas, interests and feelings through words or actions
- Act appropriately when others are happy, sad, angry or afraid

EXEMPLARS (EXAMPLES)

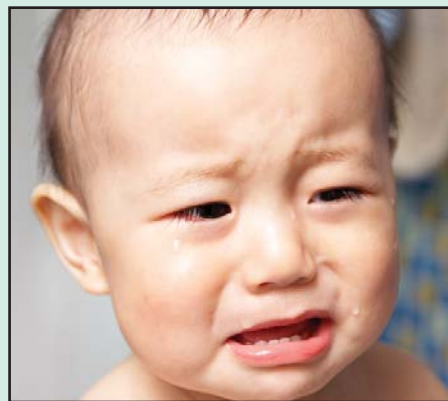
The learner will:

- Occasionally express feelings by exhibiting a tantrum when s/he is very frustrated or angry
- Comfort a doll who "got a shot" in the dramatic play area
- Approach a crying child to attempt to comfort him/her
- Use pretend play as a way to practice feelings
- Begin to control impulses, such as restrain from stepping on book or hitting another child when angry

SUPPORTIVE PRACTICES

The adult will:

- Use words to describe actions and feelings
- Provide dolls, stuffed animals and props for children to practice expressing emotions or feelings
- Model appropriate expression of feelings
- Honor children's feelings by acknowledging them even when they may not be appropriate, such as, "I know you are really angry because you want that puzzle. You can have it just as soon as Johnny's finish playing with it."



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STANDARD 25.1: SELF CONCEPT (IDENTITY) continued

25.1.3 COMPETENCE

STANDARD STATEMENT

- Show interest in objects or people around him
- Accept new toys or objects with interest
- Express interest in activities or objects by reaching

EXEMPLARS (EXAMPLES)

The learner will:

- Reach for new objects when held in front of him/her
- Turn to look at new voices
- Be attentive to happenings that are occurring around him/her

SUPPORTIVE PRACTICES

The adult will:

- Introduce new objects and activities slowly, giving children time to thing about and explore the new things
- Hold baby up to look at interesting pictures and objects, giving him/her time to reach out and respond
- Praise accomplishments

STANDARD STATEMENT

- Show pleasure at own actions
- Attach to one specific toy
- Ask for similar activities to be repeated over and over

EXEMPLARS (EXAMPLES)

The learner will:

- Explore the environment around him/her with interest
- Clap or smile at one's own accomplishments
- Say "more" to try something over and over

SUPPORTIVE PRACTICES

The adult will:

- Be expressive with praise by clapping or saying "you did it!"
- Allow child to carry around a toy that has special meaning
- Read the same book over and over allowing time for children to say the words or point to the pictures they like
- Offer favorite activities often

STANDARD STATEMENT

- Demonstrate joy of own completed projects to adults
- Show preference for one or two toys
- Approach new experiences with interest

EXEMPLARS (EXAMPLES)

The learner will:

- Bring a book to adults to "tell" them s/he wants to read
- Pull on an adult's hand to show him/her a completed project
- Try something over and over for mastery
- Choose the same or similar toys every day for a while, then abandon them for something else

SUPPORTIVE PRACTICES

The adult will:

- Offer interesting activities and objects and give time for exploration
- Display objects and pictures of different types of families and cultures
- Praise efforts to try new things
- Give children time to practice an activity or skill over and over



STANDARD: 25.2 SELF REGULATION

BIG IDEA: Children will express feelings, thoughts and needs appropriately to adults and peers.

ESSENTIAL QUESTION: How do I learn to express my feelings appropriately? How do I learn to manage my feelings? How do I develop healthy strategies to manage my behavior?

25.2.1 EMOTIONAL REGULATION

INFANT	YOUNG TODDLER	OLDER TODDLER
STANDARD STATEMENT <ul style="list-style-type: none"> Self-soothe by calming as being talked to, held, or rocked Calm when being rocked, held or talked to Show pleasure in familiar surroundings Withdraw when over-stimulated 	STANDARD STATEMENT <ul style="list-style-type: none"> Demonstrate or seek comfort in daily routines, activities and adults Manage frustration with adult support Display intense emotions such as anger outbursts or temper tantrums Demonstrate an individualized response to environmental surroundings 	STANDARD STATEMENT <ul style="list-style-type: none"> Find comfort in rituals and routines Attempt to please adults Demonstrate a beginning understanding of own behavior Show a strong sense of self as a powerful doer by demonstrating pride in accomplishments Use social conventions such as please and thank you
EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Suck finger or thumb when upset or hungry Mold or nestle into an adult's body when held Stop crying when picked up by a familiar adult Turn away from adult when tired of playing games such as peek-a-boo 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Say "no no" when near a hot stove or scissors Cries for another cracker but stops after being given one Stomps foot and cries after being told it's time to stop playing Hold hands to ears when the classroom noise level is too loud 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Cry or reach for adult comfort when s/he hears a fire alarm or thunder Say "no" or "me do it" when adult tries to help Tell a teacher, "Look at me" when accomplishing something new
SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Hold infants when they are upset Pick up crying children promptly using soothing voices and motions Assure there are familiar toys and materials in the environment Recognize children's cues for over stimulation and stop games or interactions 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Give warnings and choices to allow child's input in decision-making Give children time to express emotion and ignore outbursts whenever possible Provide quiet and private classroom spaces for individuals or small groups of children Provide materials that encourage creative expression of feelings such as paint, play-dough and water table Describe children's feelings and acknowledge both positive and negative ones Nurture a toddler with kind words and hugs 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Learn the situations that make individual children uncomfortable or cause distress and seek to minimize them Offer comfort to children in times of need Allow time for child to complete tasks on his/her own Ask if child will accept help, "may I help you tie your shoe?" and be prepared to allow child additional time to attempt to complete on own Praise children's accomplishments Provide quiet and private classroom spaces for individuals or small groups of children Provide materials that encourage creative expression of feelings, such as paint, play dough and the water table

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STANDARD: 25.2 SELF REGULATION continued**25.2.2 BEHAVIORAL REGULATION****STANDARD STATEMENT**

- Develop a regular schedule for eating and sleeping
- Show preferences for foods or activities
- Amuse self for brief periods of time
- Use cause and effect to test impact of self on objects or things

EXEMPLARS (EXAMPLES)

The learner will:

- Indicate a need for nap or meal at the same time every day through irritability or crankiness
- Turn head away or purse lips to indicate dislike of a food
- Show interest in a particular toy or book by reaching for it when it is offered
- Repeatedly drop a spoon from the high chair
- Push button on toy to get a result

SUPPORTIVE PRACTICES

The adult will:

- Offer a new food several times, allowing for child to refuse it after a few bites to determine likes or dislikes
- Read the same book over and over when requested
- Provide the same toys and materials often
- Allow child to hold or carry a familiar stuffed animal or toy around during the day
- Find toys that capture child's interest and encourage exploration staying silently nearby
- Provide toys and materials that require an action to get a result (shapes into shape holder, pop-up toys, etc.)

STANDARD STATEMENT

- Attempt to perform self care activities independent of adult help
- Express preferences for particular foods, books, toys or people
- Interest or amuse self independently
- Test adult authority and limits by resisting adults' attempts to place boundaries regarding safety of self and others
- Respond appropriately when an adult identifies an unsafe practice

EXEMPLARS (EXAMPLES)

The learner will:

- Try to put on socks or pants or to brush own teeth
- Insist s/he can do something without adult support ("me do it")
- Resist trying new foods or experiences
- Use a toy or stay with an activity for a few minutes at a time
- Throw an object or hit another child to test adult reaction
- Pile blocks in a truck and then empty them, over and over
- Resist clean up or transitions to new activities
- Dump toys during play and replace them with adult help

SUPPORTIVE PRACTICES

The adult will:

- Give more than one warning before a transition to a new activity
- Provide time to attempt new tasks that may or may not be accomplished on own, such as putting on own jacket or eat using a spoon
- Capture child's interest to help with tasks like clean up by making them fun, such as "let's see how many blocks we can put away in 2 minutes!"
- Vary play activities and keep organized activities short, ending them when interest wanes
- Introduce new experiences slowly and more than once
- Alternate new experiences with familiar ones to offer comfort and reliability
- Respond to children's inappropriate behaviors consistently and calmly by positively helping them to learn alternate ways to behave

STANDARD STATEMENT

- Acquire self-toileting and feeding skills
- Show awareness of own abilities and interests
- Demonstrate autonomy by saying "no" but will submit and or cooperate
- Show understanding of simple rules but will frequently break those rules to test boundaries
- Adjust to changes in routine
- Follow simple safety and classroom rules with teacher direction

EXEMPLARS (EXAMPLES)

The learner will:

- Wash and dry his/her own hands
- Try to wipe up a spill
- Express pleasure in own accomplishments by clapping hands or stating, "I did it!"
- Say "no" when asked to go to lunch, even as he /she sits down to eat
- Clean up toys with adult help
- Accept a substitute toy or object when first choice is not available

SUPPORTIVE PRACTICES

The adult will:

- Allow time for children to wash hands or self-feed as part of the daily routine
- Encourage children to try new experiences, but be understanding if they show reluctance or refusal, offering them more than once
- Compassionately acknowledge a child's reluctance to transition from one activity to another, "You are really having fun with those blocks. They'll be here for you to use after lunch." OR "You want to keep playing with that toy. Where can we put it so you can find it next time you come to the house area?" OR "You are having such fun. Do you need 2 more minutes before clean-up?"
- Express pleasure and identify child's feelings upon completion of a task, "You did it! You must feel so proud!"
- Consistently and compassionately enforce classrooms rules, explaining consequences as a teaching tool. "Hitting other children hurts. When you feel angry, use words to tell her."

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

BIG IDEA: Children develop healthy relationships through positive adult and peer interactions.

ESSENTIAL QUESTION: How do I communicate my needs and wants to adults? How do I learn to trust adults? How do I learn to separate from my parents/guardians and other familiar adults?

25.3.1 TRUST	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> Respond to familiar adults' efforts to soothe and comfort Respond and attend to adults' interactions 	STANDARD STATEMENT <ul style="list-style-type: none"> Use gestures and simple words to express need to familiar adults for physical comfort Begin to verbally respond to adults' questions Respond to adults' interactions by smiling and imitating actions 	STANDARD STATEMENT <ul style="list-style-type: none"> Ask for comfort from familiar adults when distressed Demonstrate comfort in playing when familiar adult is nearby but not in the immediate area Show interest in unfamiliar adults
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Accept physical comfort and respond to cuddling Maintain eye contact during feeding and interaction with adult Respond to adult's happiness with smiles Repeat adult actions, such as cooing when an adult coos 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Seek out attention from familiar adults Enjoy being held, read to, and talked to by at least one adult Display pleasure when interacting with a parent or familiar adult Enjoy being center of attention and perform to acquire or maintain adult attention 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Show preference for one adult at a time while potentially ignoring another adult Explore environment on own but want an adult close Cling or cry when parent or familiar adult says "good-bye" and leaves Show preference for familiar adult and rely on their presence to try new things Act independently but seek adult approval Show caution around unfamiliar adults
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk to, smile at, and allow infants time to respond Engage child in back and forth communications, such as making sounds and waiting for them to repeat the sound or smiling and waiting for the to smile back Recognize facial expressions and cues and respond appropriately Hold infants close to the body and allow them to snuggle close 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Respond immediately, consistently and appropriately to toddlers' need for comfort Respond to requests for attention by smiling, laughing or talking Interact with children during play, following their lead Engage young toddlers to play simple back and forth games, such as rolling a ball back and forth Assure children have consistent care from a primary caregiver 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a primary caregiver and avoid changes in primary attachment figures Pick up, hold or comfort children when they are distressed or injured Play "peek-a-boo" and other games that allow children to practice coming and going away Encourage family members to establish a good-bye routine that is consistently followed Prepare children for adult absences from caregiving whenever possible

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STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS continued**25.3.2 ATTACHMENT****STANDARD STATEMENT**

- Show affection for parents and other familiar adults
- Seek to be near familiar adults for attention and comfort

EXEMPLARS (EXAMPLES)**The learner will:**

- Communicate a desire for closeness or physical contact with adults
- Stop fussing when needs are met by adult
- Fuss or cry to gain attention of adult
- Smile at familiar adult
- Display recognition of primary caregivers when seeing them or hearing them
- Show increased motor activity or motion when interacting with a familiar adult

SUPPORTIVE PRACTICES**The adult will:**

- Assign a primary caregiver to interact with infants; avoid changes in primary attachment figures
- Touch or pick up infants in the presence of unfamiliar adults to reassure them that they are safe
- Respond appropriately to infant's need for presence of familiar adult
- Give infants individualized attention during personal care routines

STANDARD STATEMENT

- Show an emotional connection to particular adults
- Demonstrate increasing ability to separate from familiar adults without distress
- Watch adults for their response to actions
- Display apprehension when an unfamiliar adult comes near

EXEMPLARS (EXAMPLES)**The learner will:**

- Seek out attention from familiar adults
- Enjoy being held, read to, and talked to by at least one adult
- Display pleasure when interacting with a parent or familiar adult
- Enjoy being center of attention; will perform to maintain adult attention

SUPPORTIVE PRACTICES**The adult will:**

- Allow young toddlers freedom to explore while being nearby to keep them safe
- Provide a primary caregiver to interact with young toddlers and avoid changes in primary attachment figures
- Pick up or comfort child when they are distressed or injured
- Allow young toddlers to play "peek-a-boo" and other games that allow children to practice "coming and going away"

STANDARD STATEMENT

- Show affection to familiar adults
- Imitate familiar people's actions or words
- Repeat phrases or intonations of familiar adults
- Seek reassurance from familiar adults when trying new things

EXEMPLARS (EXAMPLES)**The learner will:**

- Explore environment on own but want an adult close
- Cling or cry when parent or familiar adult says "goodbye" and leaves
- Show preference for familiar adult and caution around new or unfamiliar adults
- Rely on familiar adult's presence to try new things
- Start to act independently but still seek adult approval
- Pretend to read like the teacher
- Use a phrase they hear Mom or Day use often

SUPPORTIVE PRACTICES**The adult will:**

- Provide a primary caregiver and avoid changes in primary attachment figures
- Pick up or comfort child when distressed or injured
- Allow older toddlers to play "peek-a-boo" and other games that allow children to practice "coming and going away"
- Recognize an older toddler's need for independence but provide support using eye contact and body proximity

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

BIG IDEA: Children develop healthy relationships through positive adult and peer interactions

ESSENTIAL QUESTION: How do I communicate my needs and wants to peers? How do I make friends? How do I act appropriately in a group setting?

25.4.1 SOCIAL IDENTITY	INFANT	YOUNG TODDLER	OLDER TODDLER
	STANDARD STATEMENT <ul style="list-style-type: none"> • Notice and pay attention to other children • Repeat actions that elicit social responses from others • Participate in simple back and forth play and interaction with peers 	STANDARD STATEMENT <ul style="list-style-type: none"> • Watch others' play and imitate some of their actions • Demonstrate possessiveness of toys or materials • Play alongside another for brief periods • Share materials or take turns occasionally with adult support 	STANDARD STATEMENT <ul style="list-style-type: none"> • Engage in play activities with others after watching • Participate in short group activities • Engage in play in a specific area after noticing a preferred peer is playing there • Acquire specific friendships but need adult support to sustain them • Begin to resolve conflicts with peers with adult guidance
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Look in the direction of a nearby child • Exchange looks with another child who is nearby • Wiggle or kick when s/he hears another child's voice • Touch another's eyes, mouth or hair • Laugh at the silly antics of an older child • Recognize and respond differently to older children 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Hold onto a book or crayon when another shows interest • Watch a child rocking a doll baby and attempt to do the same with a different doll baby or attempt to grab the other child's doll baby to rock • When asked by adult, occasionally share a toy 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Play alongside others in the block area, talking together but making separate buildings • Pick up a doll baby and cuddle after watching others play "house" • Watch a friend at the art easel, then request to paint • Need help when self and another both want the same toy • Participate in group singing activities or hokey pokey/circle games
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Place children nearby others so they can watch and interact • Engage the baby in activities where they observe, then repeat an action • Shake a rattle, then wait for the baby to shake a similar rattle 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide adult supervision in areas where more than one child is playing, describing their actions and engaging them in play • Provide multiple copies of the same book or doll for children to use • Play alongside toddlers demonstrating how to share or interact with others • Describe activities or occasions when sharing or turn taking is needed and model those actions 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide multiples of the same or similar toys or objects • Provide opportunities for children to play together or alongside each other • Suggest that pairs or triplets of children read together or use play dough together • Give children the words they need to resolve conflicts related to sharing or waiting one's turn • Understand children's temperament and give slow-to-warm children time to watch before play • Engage child in conversations about preferences and abilities by asking who or what questions, such as "which one do you like better?" or "how far do you think you can throw that ball?" • Provide opportunities for child to pursue hi/her preferred activities

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STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS continued**25.4.2 RESPECT AND EMPATHY****STANDARD STATEMENT**

- Observe others who are expressing a need or discomfort

EXEMPLARS (EXAMPLES)

The learner will:

- Touch or pat another child
- Begin to cry or show distress when another child is crying

SUPPORTIVE PRACTICES

The adult will:

- Describe other child's discomfort and assure that it will be okay
- Encourage gentle touches and model them

**STANDARD STATEMENT**

- Attempt to soothe another who is distressed
- Engage in empathy and compassion in some situations
- Demonstrate fairness when interacting with others interlaced

EXEMPLARS (EXAMPLES)

The learner will:

- Pat another child on the back who and say, "it's okay"
- Grab a toy from another and then hand it back when it causes distress
- Hand another child a toy when s/he notices him/her looking at it
- Hug a child
- Tell or indicate to a teacher that another child appears to be distressed
- Attempt to comfort another child or adult
- Push in front of another child to take a turn, then comfort him/her while waiting

SUPPORTIVE PRACTICES

The adult will:

- Encourage children to comfort another child
- Model different techniques to give comfort and support, labeling your actions while you do them
- Praise children's attempts to help others
- Label others' feelings
- Read books that model compassion and empathy

STANDARD STATEMENT

- Recognize and name others' feelings
- Demonstrate compassion for others with adult support
- Begin to respond to others' preferences with adult help

EXEMPLARS (EXAMPLES)

The learner will:

- Thank a peer who has helped them reach a toy from a high shelf
- Help a child put all the pegs back in the basket
- Begins to play with different children when asked by adult
- Responds to requests from adults
- Show concern when a friend falls off a tricycle
- Hold hands with the child next to her during circle time
- Hug or put arm around another child while reading together in the library
- Hand a friend her favorite blanket while preparing for nap

SUPPORTIVE PRACTICES

The adult will:

- Label others' feelings when mediating arguments or conflicts
- Model compassion when a child shows distress, "I am so sorry your toy broke"
- Praise children's attempts to help others
- Encourage children to ask others for help, "Ask Susie if she can reach that for you"
- Provide opportunities for children to talk and play together
- Read books that model compassion and empathy

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Time Out: Using The Outdoors to Enhance Classroom Performance is available at: <http://www.nwf.org/nwfwebadmin/binaryVault/Time%20Out%20with%20BOT%20Activities1.pdf>

LANGUAGE AND LITERACY DEVELOPMENT

http://www.teach-nology.com/teachers/early_education/subject_matter/language_arts/

<http://www.kidsource.com/schwab/developing.reading.skills.html>– Kid Source Online

<http://www.esl4kids.net/> Resources for young English Language Learners

<http://curry.edschool.virginia.edu/go/wil/home.html> Literacy and Head Start (Webbing into Literacy)

<http://www.ed.gov/pubs/CompactforReading/tablek.html> (US Government ideas for kindergarten)

http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html Helping your child read– (infancy through age 10) ideas for parents from the US Government

http://www.ed.gov/inits/americanreads/educators_early.html Early Childhood and Literacy; US Government

<http://www.fcrr.org/> Florida Center for Reading Research (teacher and parent ideas)

Morrow, Lesley Mandel and Elizabeth Brown Asbury, *Literacy Activities For Early Childhood Classrooms: Literacy Development in the Early Years: Helping Children Read and Write*, Guilford Publishing, 2000 .

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PARTNERSHIPS FOR LEARNING

For more information and for resources to help you design, implement, and evaluate family involvement work, consider making use of the following resources:

Harvard Family Research Project, Harvard Graduate School of Education: *Family Involvement in Early Childhood Education*, Spring 2006

Rimm-Kaufman, S. E., & Pianta, R. C. (2005). Family-school communication in preschool and kindergarten in the context of a relationship-enhancing intervention. *Early Education and Development*, 16(3), 287-316.

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Successful Kindergarten Transition, 2003, Your Guide to Connecting Children, Families, and Schools, by Robert C. Pianta, Ph.D., & Marcia Kraft-Sayre, LCSW

School Readiness and the Transition to Kindergarten in the Era of Accountability (Paperback) by Robert C. Pianta (Author, Editor), Kyle L. Snow (Editor), 2007

Ramey, S. L., & Ramey, C. T. (1998). Commentary: The transition to school: Opportunities and challenges for children, families, educators, and communities. *The Elementary School Journal* 98, (4) 293-295.

U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Head Start Bureau. (1996). *Effective Transition Practices: Facilitating Continuity: Training Guide for the Head Start Learning Community*. AspeOn Systems Corporation.

SOCIAL AND EMOTIONAL DEVELOPMENT

Center for Social and Emotional Foundations for Early Learning, www.vanderbilt.edu/csefel/index.html

CASEL: Collaborative for Academic, Social and Emotional Learning: www.casel.org

James Comer School Development Program www.schooldevelopmentprogram.org/

Rutgers University Social Emotional Learning Law www.rci.rutgers.edu/~melias/

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